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ABSTRACT

The report summarizes a project for conducting a series of workshops and graduate level extension courses on work experience education at various California locations. The purpose of the series was to increase the effectiveness of teaching for disadvantaged and handicapped, update occupational competencies, update administrative and supervisory skills, and orient nonvocational education personnel to vocational education. A total of 556 educators participated in the project, with 138 enrolled in workshops, 210 in a fall series of courses, and 208 in a spring series. Results of a questionnaire administered to participants indicated a high degree of acceptance of the course. Presented in the report are the project director's summary, objectives, planned participant selection, and participant selection report. Appendixes comprise the main body of the report, and contain the following: geographical report on participants, participant data summary form, the project evaluation reports and subjective project evaluation reports for both the fall and spring series of courses, three quarterly project reports (from July, 1972 to March, 1973), and results of the subjective questionnaire ratings by class. (RG)

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PROFESSIONAL DEVELOPMENT SERIES FOR

WORK EXPERIENCE EDUCATION

ED124749

FINAL REPORT
JUNE 1973

PREPARED BY:

KINSEY TANNER
PROJECT DIRECTOR

CE007385

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CALIFORNIA POLYTECHNIC STATE UNIVERSITY SAN LUIS OBISPO, CALIFORNIA 93407

FINAL REPORT

July 1, 1972 - June 30, 1973

PROFESSIONAL DEVELOPMENT SERIES FOR WORK EXPERIENCE EDUCATION

Project #40-30569 EFO 39-73
An Education Professions Development Act Project

and

Project #40-30569 B-3-230
A Vocational Education Section Part B Project

California Polytechnic State University
San Luis Obispo, California

Kinsey Tanner, Director

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Tony Thele

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I. PROJECT DIRECTOR3 SUMMARY

Both the stated objectives and time schedule for the project have been met. All factors considered in evaluation indicate the spring quarter series of classes was very successful. Both evaluation reports for the spring series (Appendices E and F) show a high degree of acceptance by the participants on the subjective questionnaire and an excellent growth rate as indicated by pre- and post-test scores. (Fall series report as Appendices C and D.) The total number of participants was 556. While this is smaller than anticipated, the high percentage of the participants who were involved directly in Work Experience Education or other Vocational Education programs more than make up for being slightly under the estimate in the project. Perhaps most indicative was the response to the subjective question, "Would you be interested in participating in future in-service training programs of this type?" In the fall series 86 replied "yes" while six answered "no." In the spring series 104 replied "yes" while six replied "no." This indicates an extremely high degree of acceptance by the participants and indicates excellent teaching on the part of the instructors.

In addition to the Project Director, evaluation of the project was conducted by two project evaluators. Mr. Robert Poole of Los Altos, California, was responsible for development of pre- and post-tests for each course and monitoring each of the classes in Northern California and reporting the results. Mr. Poole is retired coordinator of Work Experience Education of Sequoia Union High School District, and former Consultant, Work Experience Education, State Department of Education. In addition he is a past president of the California Association of Work Experience Educators and was a California Association of Work Experience Educators executive secretary.

Mr. Tony Thele of Torrance, California, was responsible for developing and administering a subjective questionnaire, and compiling results. He was responsible for monitoring classes held in Southern California. Mr. Thele was coordinator of Work Experience Education in the Hanford Union High School District, former Director of the Professional Development Series for Work Experience Education, and is Director of Work Experience Education and Placement at El Camino College in Torrance.

Each class was observed during the operation by the evaluators and/or the Director and a class visitation report was filed.

I would call attention to question #1 on the subjective questionnaire for fall and spring quarter classes (Appendices D and F) which relates to changes participants plan to make in their programs as a result of participating in the Professional Development Series for Work Experience Education. It would appear from these statements that the EPDA Series related very strongly to the State Priorities of Vocational Education: (A) Increasing effectiveness of teaching for disadvantaged and handicapped; (B) Updating of occupational competencies; (C) Updating administrative and supervisory skills; and (D) Orienting non-Vocational Education personnel to Vocational Education. In the fall quarter classes 45% of the participants stated that they had direct responsibility for disadvantaged and 23% stated responsibility for handicapped. During the spring quarter classes 54% indicated they had responsibility for disadvantaged and 33% had responsibility for handicapped.

I. PROJECT DIRECTORS SUMMARY - (continued)

Broad geographical representation was obtained as evidenced in the geographical analysis reported in Appendix A.

As indicated in the fall evaluation report 8% of those enrolled were administrators of Vocational Education programs. In the spring series 7% reported they were administrators of Vocational Education programs.

All the courses contained information on Career Education, with emphasis on the place of Work Experience Education in Career Education.

The majority of the respondents indicated they would be making changes in their program as a result of taking the course offered through the Professional Development Series for Work Experience Education.

The quarterly reports for the series are also included as Appendices G, H, and I.

Outstanding assistance has been given by California Polytechnic State University personnel, especially Dr. Walter Schroeder, Head, Education Department, and the faculty and staff of the Education Department. The service of Don Morris and the Office of Continuing Education have been of tremendous help during the entire year as has been the cooperation and performance of the California Polytechnic State University Foundation officers and staff.

The staffs of the State Department of Education and Regional Offices have cooperated to the fullest in the operation of the project through the year. A special mention should be given to Allan Holmes, State Consultant, Work Experience Education.

Respectfully submitted,

Kinsey Tanner, Director
Teacher Education
Work Experience Education
California Polytechnic State University
June 29, 1973

II. OBJECTIVES AS STATED IN THE PROFESSIONAL DEVELOPMENT SERIES FOR WORK EXPERIENCE EDUCATION

1. The description of objectives of the project as stated in the contract are as follows:

   1.1 Conduct a summer workshop designed to familiarize educators with concepts of Career Education and their relationships with Work Experience Education.
   1.2 Conduct a summer workshop designed to familiarize Work Experience Education personnel with materials and methods for conducting related instruction classes.
   1.3 Train eight instructors who will present to participants of the management courses, the strong philosophical and educational reasons why goals and objectives are needed for Work Experience Education

II. OBJECTIVES AS STATED IN THE PROFESSIONAL DEVELOPMENT SERIES FOR WORK EXPERIENCE EDUCATION

1.4 Conduct instructor training workshops to train teachers of the courses the concepts of Career Education.

1.5 Present ten (10) graduate level extension courses (five in the fall and five in the spring) entitled "Work Experience Education - Implementation" and "Work Experience Education - Operational." These courses to be offered in five locations throughout the state. The 250 students attending will earn 2½ quarter units of graduate credit for each class. (Twenty-five hours of instruction per class.)

1.6 Present eleven (11) graduate level extension courses (five in the fall and six in the spring) entitled, "Work Experience Education - Management" at eleven different locations for 300 participants. Participants will be selected from those who have previously attended the beginning courses and/or are responsible for administrative functions. Participants will receive three quarter units of credit. (Thirty hours of instruction.)

1.7 Present three (3) graduate level extension courses (one in the fall and two in the spring) entitled "Work Experience Education - In the Community College." These courses will be offered in three locations throughout the state. The 75 participants selected to attend will earn three quarter units of graduate credit. (Thirty hours of instruction.)

1.8 Provide in all four courses a unit(s) in Career Education concepts as they relate to Work Experience Education and to state and national priority.

2. The courses offered are as follows:

Ed-E-581-05 - Work Experience Education - Implementation; for first and second year Work Experience Education coordinator; types of Work Experience Education programs and methods of implementing a Work Experience Education program as a part of the total curriculum (no prerequisite).

Ed-E-581-06 - Work Experience Education - Operation; given in spring to follow Ed-E-581-05; labor codes, funding, public relations, related instruction, education and administrative codes (prerequisite Ed-E-544 or Ed-E-581-05 or permission of instructor).

Ed-E-581-07 - Work Experience Education - Management; for experienced Work Experience Education coordinators and administrators; accountability, financing and management theories for Work Experience Education.

Ed-E-581-08 - Work Experience Education - Community College; for Work Experience Education coordinators and cooperative education teachers at community colleges; development and operation procedures for Work Experience Education programs in the community colleges; accountability, education and administrative codes, State Plan for Vocational Education in the community colleges.

II. OBJECTIVES AS STATED IN THE PROFESSIONAL DEVELOPMENT SERIES FOR WORK EXPERIENCE EDUCATION - (continued)

3. The time schedule for objectives of the project as stated in the contract are as follows:

1.	Summer workshop (Career Education)	6/26-30/73
2.	Planning meeting	7/15-16
3.	Summer workshop (Materials for Related Instruction)	8/21-24
4.	Extension course teacher planning session (1.7-7)	8/21-24
5.	Extension course teacher planning session (1.7-5)	8/21-24
6.	Extension course teacher planning session (1.7-6)	8/28-30
7.	Selection of participants	9/1-15
8.	Courses to be offered (one night per week -8 weeks 1.7-5)	10/2-12/1
9.	Courses to be offered (one night per week -10 weeks 1.7-6, 1.7-7)	10/2-12/14
10.	Planning and evaluation meeting (1.7-5)	12/9
11.	Planning and evaluation meeting (1.7-6)	1/6/73
12.	Planning and evaluation meeting (1.7-7)	1/13
13.	Courses to be offered (one night per week -8 weeks 1.7-5)	2/12-4/13
14.	Courses to be offered (one night per week -10 weeks 1.7-6, 1.7-7)	2/12-4/26
15.	Evaluation meeting with course instructors (1.7-5)	4/28
16.	Evaluation meeting with course instructors (1.7-6)	5/5
17.	Evaluation meeting with course instructors (1.7-7)	5/12
18.	Evaluation report	5/28

III. PLANNED PARTICIPANT SELECTION

1. The criteria for selection and the type of participants as stated in the project are as follows:

Participants will be selected from those educators that have demonstrated knowledge and/or interest in Work Experience Education. Selection of teacher-trainers will be conducted by the Project Director with assistance from the California State Consultant for Work Experience Education and the Head of the Education Department, California Polytechnic State University.

Those who will attend the in-service training programs will be selected by county and school directors of Vocational Education in the immediate area being served by these courses.

745 persons will participate in the project. Participation will be as follows:

1. 120 educators will attend the summer workshops at Cal Poly, San Luis Obispo.
2. 250 new coordinators will be selected to attend the in-service implementation and operational courses to be offered in Indio, Pomona, Stockton, San Diego and Los Angeles.
3. 300 coordinators, Vocational Education administrators, counselors,

III. PLANNED PARTICIPANT SELECTION - (continued)

etc., will be selected to attend the in-service management course offered in Fresno, Modesto, Sacramento, Los Angeles, San Mateo, Marin County, Redding, San Diego, Long Beach, San Luis Obispo, and Salinas.

4. 75 community college coordinators and vocational personnel will be selected to attend the in-service community college course offered in San Mateo, Huntington Beach and Pasadena.

Special emphasis will be given to the selection of participants in continuation education and special education.

IV. PARTICIPANT SELECTION REPORT

1. Total participants number 556. This included 138 who enrolled in workshops as reported in the fall report. The fall series of courses enrolled 210 educators. Participants enrolled in the spring series of courses numbered 208.

Fall courses were offered in the following locations:

"Work Experience Education - Implementation"
Ed-E-581-05 Enrollment

Indio	8
Selma	19
Los Angeles	11
San Francisco	16
Sacramento	16
Total	70

"Work Experience Education - Management"
Ed-E-581-07 Enrollment

Cupertino	16
Lafayette	11
Modesto	38
Salinas	24
West Covina	12
* Ventura	19
Total	120

"Work Experience Education - Community College"
Ed-E-581-08 Enrollment

Los Altos	11
Whittier	9
Total	20

* Course started 11/1/72 and was completed 1/10/73

IV. PARTICIPANT SELECTION REPORT - (continued)

Spring courses were offered in the following locations:

"Work Experience Education - Operation"
Enrollment Ed-E-581-06

Indio	8
Selma	19
Los Angeles	14
San Francisco	16
Sacramento	20
Total	77

"Work Experience Education - Management"
Ed-E-581-07 Enrollment

Torrance	15
San Diego	33
Sacramento	13
San Francisco	24
Redding	20
** Fresno	14
Total	120

"Work Experience Education - Community College"
Ed-E-581-08 Enrollment

Hayward	12
Total	12

Many of the participants had part-time responsibilities in Work Experience Education and other Vocational Education areas, therefore the percentages reported total more than 100%.

The fall quarter class analysis by position was:

"Work Experience Education - Implementation"

67% were directly involved with Work Experience Education
37% were directly involved in Vocational Education
33% hope to move into Work Experience Education

"Work Experience Education - Management"

66% were directly involved with Work Experience Education
45% were directly involved in Vocational Education
30% hope to move into Work Experience Education

** Course started 3/6/73 and was completed 5/8/73

IV. PARTICIPANT SELECTION REPORT - (continued)

"Work Experience Education - Community College"

92% were directly involved in Work Experience Education
35% were directly involved in Vocational Education

The spring quarter class analysis by position was:

"Work Experience Education - Operation"

48% were directly involved with Work Experience Education
66% were involved in Vocational Education as teachers or administrators
19% hope to move into Work Experience Education

"Work Experience Education - Management"

33% were directly involved with Work Experience Education
65% were involved in Vocational Education as teachers or administrators
18% hope to move into Work Experience Education

"Work Experience Education - Community College"

63% were directly involved with Work Experience Education
55% were involved in Vocational Education as teachers or administrators.

20% of the participants were teachers or administrators in disciplines other than Vocational Education.

APPENDIX A

GEOGRAPHICAL BREAKDOWN

FALL 1972-73

"Work Experience Education - Implementation"

Ed-E-581-05

LOCATION	# ENROLLED
INDIO	
Indio	3
Rialto	1
Calexico	2
El Centro	1
La Quiata	1
SELMA	
Fresno	9
Dinuba	2
Lemoore	1
Hanford	1
Corcoran	1
Riverdale	1
Visalia	1
Tulare	2
LOS ANGELES	
Los Angeles	5
Arcadia	1
Inglewood	1
Long Beach	1
Montebello	1
San Gabriel	1
Carson	1

LOCATION	# ENROLLED
SAN FRANCISCO	
San Francisco	5
Millbrae	1
Penngrove	1
Pleasanton	1
Lafayette	1
San Rafael	1
Livermore	1
San Leandro	1
Richmond	1
Healdsburg	1
Santa Rosa	1
Belmont	1
SACRAMENTO	
Sacramento	4
City Heights	1
Carmichael	1
Lodi	2
Elk Grove	2
Penryn	1
Lincoln	2
Woodland	1
Dixon	1

APPENDIX A

GEOGRAPHICAL BREAKDOWN

FALL 1972-73

"Work Experience Education - Management"

Ed-E-581-07

LOCATION	# ENROLLED
WEST COVINA	
Duarte	1
Colton	1
Fullerton	2
Covina	1
Laverne	1
South Pasadena	1
San Dimas	1
Orange	1
West Covina	1
Whittier	1
Glendora	1
LAFAYETTE	
Fairfield	3
Alamo	1
Pleasant Hill	1
Walnut Creek	1
Vallejo	1
Napa	1
Walnut Creek	1
Lafayette	1
Antioch	1
CUPERTINO	
Newark	1
Santa Clara	1
San Jose	7
Sunnyvale	1
Palo Alto	1
San Mateo	1
Redwood City	1

LOCATION	# ENROLLED
MODESTO	
Modesto	24
Ripon	1
Tracy	2
Oakdale	1
Denair	1
Ceres	2
Sonora	1
Turlock	1
Manteca	1
Los Banos	1
Livingston	1
VENTURA	
Ventura	7
Oxnard	1
Oak View	1
Carpinteria	1
Santa Paula	4
Port Hueneme	1
Fillmore	1
Northridge	1
Camarillo	2

(CONTINUED)

APPENDIX A

GEOGRAPHICAL BREAKDOWN

FALL 1972-73

"Work Experience Education - Management"

Ed-E-581-07

LOCATION	# ENROLLED
SALINAS	
Salinas	17
Santa Cruz	2
Monterey	1
San Martin	1
Oakland	1
Gonzales	1
Ben Lomond	

APPENDIX A

GEOGRAPHICAL BREAKDOWN

FALL 1972-73

"Work Experience Education - Community College"

Ed-E-581-08

LOCATION	# ENROLLED	LOCATION	# ENROLLED
LOS ALTOS		WHITTIER	
San Jose.	5	Walnut.	1
Los Gatos	1	Whittier.	1
Saratoga.	2	Alhambra.	1
Sunnyvale	1	Alta Loma	2
Foster City	1	Torrance.	1
		Fullerton	1
		La Habra.	1

APPENDIX A

GEOGRAPHICAL BREAKDOWN

SPRING 1972-73

"Work Experience Education - Operation"

Ed-E-581-06

LOCATION	# ENROLLED
INDIO	
Calexico	2
Indio	6
SELMA	
Clovis	1
Fresno	11
Hanford	1
Laton	1
Lemoore	1
Reedley	1
Tulare	2
LOS ANGELES	
Arcadia	1
Camarillo	1
Hermosa Beach	1
Long Beach	1
Montebello	1
Rosemead	1
San Gabriel	1
Sunland	1
Via Torrance	1
Los Angeles	5

LOCATION	# ENROLLED
SAN FRANCISCO	
Concord	3
Daly City	1
Lafayette	1
Livermore	1
Oakland	1
Pittsburg	1
San Francisco	1
San Leandro	1
San Mateo	1
Santa Rosa	1
Stockton	1
Walnut Creek	1
SACRAMENTO	
Carmichael	3
City Heights	1
Dixon	1
Fresno	1
Lincoln	1
Lodi	2
Modesto	1
Orangevale	1
Sacramento	7
Sutter Creek	1
Woodland	1

APPENDIX A

GEOGRAPHICAL BREAKDOWN

SPRING 1972-73

"Work Experience Education - Management"

Ed-E-581-07

LOCATION	# ENROLLED
FRESNO	
Caruthers	1
Chowchilla	1
Coalinga	1
Fresno	2
Hanford	1
Madera	1
Modesto	4
Sanger	1
Tulare	1
Visalia	1
SACRAMENTO	
Davis	1
Galt	1
Redding	1
Sacramento	9
Woodland	1
SAN DIEGO	
Calexico	1
La Mesa	3
El Cajon	2
Escondido	2
Coronado	1
La Jolla	1
Vista	1
San Diego	19
Chula Vista	2

LOCATION	# ENROLLED
REDDING	
Anderson	3
Butte City	1
Cottonwood	1
Dunsmuir	1
Hayfork	3
Lewiston	1
Millville	1
Redding	8
Weaverville	1
SAN FRANCISCO	
Alameda	1
Concord	1
Corte Madera	1
Kentfield	1
Oakland	2
Penngrove	1
Petuluma	1
Pleasanton	1
San Francisco	5
Fremont	1
Alamo	1
San Mateo	1
Walnut Creek	1
Woodside	1
South San Francisco	1
San Leandro	1
San Anselmo	1
Berkeley	1
San Rafael	1

APPENDIX A

GEOGRAPHICAL BREAKDOWN

SPRING 1972-73

"Work Experience Education - Management"

Ed-E-581-07

LOCATION	# ENROLLED
TORRANCE	
Camarillo	1
El Segundo	1
Huntington Beach	2
Los Alamitos	1
Long Beach	1
Reseda	1
Santa Monica	1
San Pedro	2
Torrance	3
Via Torrance	1
Marina Del Rey	1

APPENDIX A

GEOGRAPHICAL BREAKDOWN

SPRING 1972-73

"Work Experience Education - Community College"

Ed-E-581-08

LOCATION	# ENROLLED
HAYWARD	
Berkeley	1
Concord	1
Fremont	1
Hayward	1
Oakland	3
Pleasant Hill	1
Redwood City	1
San Mateo	1
Walnut Creek	1

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R0752
APPROVAL EXPIRES: 10/31/71

PARTICIPANT DATA SUMMARY

(Parts C, D, and F, Education Professions Development Act Title V, P.L. 89-329, as amended)

1. OE PROJECT NUMBER

2. NAME OF SPONSORING INSTITUTION OR AGENCY: California Polytechnic State University, San Luis Obispo

3. STATE: California

4. a. NUMBER OF PARTICIPANTS TO BE TRAINED IN THE PROJECT

b. NUMBER OF PARTICIPANTS COVERED BY THIS SUMMARY REPORT: 413

DATA ON PARTICIPANTS

5. SEX

a. Male	302
b. Female	102

6. AGE

a. under 25	13	d. 35-39	75	g. 50-54	58
b. 25-29	52	e. 40-44	63	h. 55-59	28
c. 30-34	66	f. 45-49	58	i. 60 and over	9

7. PARTICIPANTS BY WHETHER OR NOT THEY ARE VIETNAM ERA VETERANS

a. Vietnam era veterans	32
b. Not Vietnam era veterans	286

8. RACIAL OR ETHNIC BACKGROUND

a. Negro or black	34	d. American Indian	4
b. Puerto Rican	0	e. Oriental	6
c. Mexican-American	12	f. Other than the above	343

9. PARTICIPANTS BY WHETHER THEIR INCOMES ARE, OR WERE BEFORE THEY ENROLLED IN THIS PROJECT, BELOW THE POVERTY LINE

a. Below poverty line	9
b. Not below poverty line	378

10. GEOGRAPHIC DISTRIBUTION OF PARTICIPANTS *(by State of employment prior to this project)*

a. Ala.	0	k. Ga.	0	u. Md.	1	ae. N. J.	0	ao. S. C.	0	ay. Wyo.	0
b. Alaska	1	l. Hawaii	0	v. Mass.	0	af. N. M.	0	ap. S. D.	0	az. Canal Zone	0
c. Ariz.	0	m. Idaho	1	w. Mich.	0	ag. N. Y.	0	aq. Tenn.	0	ba. Guam	0
d. Ark.	0	n. Illinois	0	x. Minn.	0	ah. N. C.	0	ar. Texas	0	bb. Puerto Rico	0
e. Cal.	390	o. Indiana	0	y. Miss.	0	ai. N. D.	0	as. Utah	0	bc. Virgin Is.	0
f. Colo.	0	p. Iowa	0	z. Mo.	0	aj. Ohio	1	at. Vt.	0	bd. Pacific Trust Territories	0
g. Conn.	0	q. Kansas	1	aa. Mont	0	ak. Okla.	1	au. Va.	0		
h. Del.	0	r. Ky.	1	ab. Nebr.	0	al. Oreg.	0	av. Wash.	1	be. Overseas Dep. Schools	0
i. D. C.	0	s. La.	2	ac. Nevada	0	am. Pa.	0	aw. W. Va.	0		
j. Fla.	0	t. Maine	0	ad. N. H.	0	an. R. I.	0	ax. Wisc.	0	bf. Foreign	0

11. HIGHEST DEGREE EARNED

a. NONE	b. H. S. DIPLOMA	c. BACHELOR'S	d. MASTER'S	e. ED. D.	f. PH. D.
0	12	214	177	2	2

12. OCCUPATIONAL BACKGROUND

a. Currently employed *(or within the past 5 years employed)* in the field of education	407	d. Never previously employed in the field of education by whether they were	0
b. Previously employed in the field of education, but not within the past 5 years	4	1. Employed in other professions requiring an academic degree	8
c. Never previously employed in the field of education	5	2. Holding an academic degree but not working	0
		3. Not holding an academic degree	0

13. TOTAL YEARS OF TEACHING OR OTHER EMPLOYMENT IN THE FIELD OF EDUCATION

a. NONE	b. 1-4 YEARS	c. 5-9 YEARS	d. 10-14 YEARS	e. 15-19 YEARS	f. 20 OR MORE
6	87	113	80	53	73

14. PRIMARY POSITION OR EMPLOYMENT STATUS AT PRESENT, OR IMMEDIATELY PRIOR TO PROJECT

a. IN A PRESCHOOL, ELEMENTARY OR SECONDARY SCHOOL OR SCHOOLS, OR LOCAL EDUCATION AGENCY

1. Teacher	271	5. Instructional media *(incl. librarians)*	1
2. Administrator	51	6. Education aide or paraprofessional	3
3. Supervisor	31	7. School volunteer	0
4. Pupil personnel specialist	35	8. Other education position	40

b. OTHERWISE EMPLOYED

1. Teacher trainer *(in institutions of higher education)*	2
2. In State educ. agency	1
3. Non-education position	6
4. Student	1

OE FORM 7214, 6/70 REPLACES OE FORM 7214, 6/69, WHICH IS OBSOLETE.

DATA ON SCHOOLS OF PARTICIPANTS

(NOTE. Distribute into each of the following items (15, 16, 17, 18, 19a, 19b, 19c, 19d, and 19e) only the number of participants who have been classified in item 14a, by the category in each item which best describes the nature of their schools. Exclude participants classified in item 14b.)

15. SCHOOL OR SYSTEM, BY CONTROL		16. GRADE LEVELS WITH WHICH THE PARTICIPANTS' ASSIGNMENTS USUALLY RELATE					
		a. Preschool	1	d. Jr. High (7-9)	29 3	g. Elem. & Sec.	12
a. Public	266	b. K - Gr 3	0	e. Sr. High (10-12)	237	h. Post-Sec. Vocational	20
b. Nonpublic	1	c. Elem (K-6)	2	f. Secondary (7-12)	50	i. Adult Education	14

17. AREA OF SERVICE OF SCHOOL OR SYSTEM WHERE EMPLOYED *(predominant characteristic)*

a. Rural or small town - general population	101	d. Urban - poverty area	44
b. Rural or small town - poverty area	34	e. Suburban	57
c. Urban - general population	145		

18. STUDENT BODY OF SCHOOL *(or schools)* IN TERMS OF THE PERCENT WHO COME FROM FAMILIES AT OR BELOW THE POVERTY LINE

a. 0%	7	d. 20-29%	77	g. 50-59%	21	j. 80-89%	2
b. 1-9%	83	e. 30-39%	32	h. 60-69%	9	k. 90-100%	14
c. 10-19%	90	f. 40-49%	22	i. 70-79%	14		

19. STUDENT BODY OF SCHOOL *(or schools)* IN TERMS OF THE PERCENT WHO COME FROM SPECIFIED MINORITY RACIAL OR ETHNIC BACKGROUNDS

A. NEGRO OR BLACK		B. PUERTO RICAN		C. MEXICAN-AMERICAN		D. AMERICAN INDIAN		E. ORIENTAL	
a. 0%	32	a. 0%	152 6	a. 0%	12 1	a. 0%	78 5	a. 0%	27
b. 1 - 9%	215 3	b. 1-9%	108	b. 1-9%	116	b. 1-9%	210	b. 1-9%	252
c. 10-19%	60	c. 10-19%	3	c. 10-19%	86	c. 10-19%	9	c. 10-19%	39
d. 20-29%	24	d. 20-29%	2	d. 20-29%	79	d. 20-29%	3	d. 20-29%	6
e. 30-39%	7	e. 30-39%	0	e. 30-39%	27	e. 30-39%	0	e. 30-39%	4
f. 40-49%	8	f. 40-49%	0	f. 40-49%	16	f. 40-49%	0	f. 40-49%	3
g. 50-59%	5	g. 50-59%	0	g. 50-59%	5	g. 50-59%	1	g. 50-59%	1
h. 60-69%	2	h. 60-69%	0	h. 60-69%	2	h. 60-69%	0	h. 60-69%	0
i. 70-79%	0	i. 70-79%	0	i. 70-79%	2	i. 70-79%	0	i. 70-79%	0
j. 80-89%	3	j. 80-89%	0	j. 80-89%	10	j. 80-89%	0	j. 80-89%	0
k. 90-100%	18	k. 90-100%	0	k. 90-100%	1	k. 90-100%	0	k. 90-100%	0

AREA OF SPECIALIZATION *(If employed in an institution of higher education)*

20. PARTICIPANTS EMPLOYED IN INSTITUTIONS OF HIGHER EDUCATION - THOSE PARTICIPANTS DISTRIBUTED IN THE FIRST CATEGORY OF ITEM 14b, AS "TEACHER TRAINERS" - BY AREA OF SPECIALIZATION

a. ARTS OR SCIENCES	b. EDUCATION	c. OTHER
10	96	3

TYPE OF POSITION FOR WHICH PARTICIPANTS ARE PREPARING

21. ALL PARTICIPANTS BY WHETHER THIS PROJECT IS PREPARING THEM TO ENGAGE IN A DIFFERENT TYPE OF POSITION

a. Preparing for same type of position as at present *(as reported in item 14)*	198
b. Preparing for a different type of position *(include teachers who are preparing to teach a different subject)*	88

c. Participants in category b. above by type of position being prepared for

1. Teacher *(of a different subject)*	26	6. Educational aide or paraprofessional	3
2. Administrator	57	7. School volunteer	1
3. Supervisor	44	8. Other educational position *(in a school)*	26
4. Pupil personnel specialist	42	9. Teacher trainer *(in an institution of higher education)*	5
5. Instructional media specialist *(including librarian)*	5		

APPENDIX C

INTERIM PROJECT EVALUATION REPORT

Project #40-30569 EFO 39-73

An Educational Professional Development Act Project

and

Project #40-30569 B-3-230

A Vocational Education Section Part B Project

Prepared By: R. W. Poole - Project Evaluator
Jan. 10, 1973

Directed To: Kinsey Tanner - Project Director

This report contains information describing the activities of the Professional Development Series for Work Experience Education for the Fall Semester 1972. The Fall program Summary includes:

1. Activities Related to State Priorities
2. Activities Related to Courses offered
3. Selection of Participants
4. Evaluation of Pretests and Post Tests
5. Conclusions
6. Subjective Evaluation

1. Activities Related to State Priorities

1.1 Increasing Effectivness of Teaching for Disadvantaged and Handicaped. Forty-five percent of all participants in extension courses were directly associated with disadvantaged students.

Twenty-three percent of all participants in extension courses were directly associated with handicapped students.

1.2 Updating Occupational Competencies

Participants were selected from broad geographical locations not served by other professional development activities. These locations were as follows:

Sacramento, Lafayette, San Francisco, Los Altos, San Jose Modesto, Selma, Salinas, Ventura, West Covina, Whittier, and Indio.

1.3 Updating Supervisory Skills

Eight percent of those enrolled in the courses were administrators of vocational programs.

2. Activities Related to Courses Offered

2.1 Five graduate level extension courses in Work Experience Education Implementation were offered at:

Location	Teacher
San Francisco	William Sovel
Sacramento	Alvin Flint
Selma	Hycinthia Johnson
Los Angeles	Dwayne Brubaker
Indio	George Barich

2.2 Six graduate level extension courses in Operation of Work Experience Education were offered at:

Location	Teacher
Lafayette	Melford Brinkerhoff
San Jose	Elbert Garcia
Salinas	Gordon Ray
Modesto	Norvin Spence
Ventura	Leland Albee
West Covina	Maurice Flora

2.3 Two graduate level extension courses in Community College Work Experience Education were offered at:

Location	Teacher
Los Altos	Verne Gillmore
Whittier	Edward Muraski

2.4 A unit on Career Education was introduced into the course content of all three levels. Also members of the staff of The State Task Force for Career Education made presentations to participants. Questions relating to Career Education were included in the pretests and post tests.

3. Selection of Participants

The following summary was prepared from the enrollment of participants reported to the evaluator.

3.1 Enrollment data for five Implementation Classes.

Enrollment reported - 60

Seventy-eight percent of those enrolled had no prior EPDA courses in Work Experience Education.

One point eight percent completed EPDA courses in coordination and/or administration of Work Experience Education.

Sixty-seven percent of those enrolled were directly involved in Work Experience Education.

Thirty-seven percent were involved in vocational education as teachers or administrators.

Thirty-three percent plan to move into some phase of Work Experience Education.

3.2 Enrollment data for six Management Classes

Enrollment reported - 118

Thirty-three percent of those enrolled had no prior EPDA classes in Work Experience Education.

Sixty-eight percent completed EPDA courses in coordination and/or administration of Work Experience Education.

Sixty-six percent were presently involved in Work Experience.

Forty-five percent were teachers or administrators of vocational education.

Thirty percent plan to move into some phase of Work Experience Education.

3.3 Enrollment data for two Community College Classes

Enrollment reported - 18

Seventy-two percent of those enrolled had no prior EPDA course in Work Experience Education

Twenty-eight percent completed EPDA courses in coordination and/or administration of Work Experience Education.

Eighty-nine percent were presently involved in Work Experience Education.

Fifty-six percent were teachers or administrators of Vocational Education.

Seventeen percent plan to move into some phase of Work Experience Education.

4. Evaluation - Summary of Pretest and Post test

Results for Implementation, Management and Community College Courses

4.1 IMPLEMENTATION N-65

Teacher	Average Pretest Score	Average Post Test Score	Average Increase	Percent Increase	Percent of Perfect
Barich	49.57	55	5.43	10.95	85
Brubaker	45.22	51.88	6.66	14.72	80
Flint	43.36	52.14	8.78	20.26	85
Johnson	48.88	58.47	9.59	19.61	89
Sovel/Mayo	48.23	56.69	8.46	17.54	88
TOTAL	47.05	54.84	7.79	16.55	85

4.2 MANAGEMENT N-107

Teacher	Average Pretest Score	Average Post Test Score	Increase	Percent Increase	Percent of Perfect
Albee					
Brinkerhoff	81.2	97.9	16.7	20.44	92
Flora	72.2	80.5	8.3	11.5	76
Garcia	74.06	89.68	15.62	21.09	90
Ray	71.45	82.20	10.55	16.04	77
Spence	76.81	81.76	4.95	6.44	77
TOTAL	75.25	86.4	11.2	15.10	82.4

4.3 COMMUNITY COLLEGE N-116

Teacher	Average Pretest Score	Average Post Test Score	Average Increase	Percent Increase	Percent of Perfect
Gilmore	86.00	106.10	20.10	23.37	91
Muraski	89.12	95.62	6.5	7.29	83
TOTAL	87.56	100.86	13.3	15.18	87

4.4 Average percentage of increase

All three levels = 16 %
Average percent of perfect score all levels = 85%

5. CONCLUSIONS

5.1 Of the 209 participants in the courses a high percentage (65%) were directly involved in Work Experience Education.

5.2 Sixty-five percent were directly involved as teachers or administrators of vocational education programs.

5.3 Fifty-five percent of the enrollment, including all three levels, were taking an EPDA course for the first time. Forty-five percent had a prior EPDA course.

5.4 Twenty-eight percent plan to move into some phase of work experience education at a future time.

5.5 The 209 actual enrollment falls short of the 300 anticipated, however, the high percentage of enrollees directly involved in work experience education and vocational education indicates that the courses were relevant to participants needs.

5.6 The broad geographical location of the courses throughout the State provided professional development for coordinators in outlying areas not served by any other professional development program.

5.7 Pretest and Post Test results indicate a satisfactory growth factor of 16% and an average score of 85%.

5.8 The fact that 45% of the participants had prior courses in work experience education indicates that this is a continuing program leading to unity in existing work experience education programs in California.

5.9 Student evaluation results indicate that the course content was relevant to their needs and that the courses met their stated objectives.

APPENDIX D

6. SUBJECTIVE EVALUATION

First Semester
Subjective Questionnaire

The following information represents results of a subjective questionnaire administered to the participants of the Education Professions Development Act Project, "Professional Development Series for Work Experience Educators 1972-73."

Statements requesting a multiple choice response have been tallied and separated according to the course which the respondent was enrolled in.

Statements requiring a short answer response have been listed. Because of the quantity of responses, a random sample was used and conclusions representing all responses have been given.

This report follows the format of the subjective questionnaire.

HOW SUCCESSFUL WAS THE INSTRUCTOR IN MEETING THE OBJECTIVES OF THE COURSE?

	Implement	Management	College
Excellent	25	52	7
Satisfactory	13	21	2
Weak	0	0	0

1. WHAT CHANGES DO YOU ANTICIPATE MAKING IN YOUR WORK EXPERIENCE PROGRAMS AS A RESULT OF THIS COURSE?

Comments:

Develop a program more closely geared to community needs.

Spend more time on job development.

Development of program around goals and objectives.

Check training agreements thoroughly.

Motivating more students to become interested in more than one vocational area.

Make more employer contacts.

The major change will be within myself--more confidence.

Set up a program of related instruction.

More related instruction.

New procedures for visitations.

Expand exploratory to include ninth and tenth graders.

Reorganize and develop a more systematic plan for related instruction.

Expand in all areas.

Allow students not only to explore different vocational areas, but also to evaluate his skills and personality traits.

Spend more time in developing good work training stations--not just accepting any type of job.

I will attempt to develop better program for special education students.

This course has encouraged me to develop an exploratory program next year.

More influence on related instruction.

More on-the-job training in professional offices--exploratory.

Spending more time in the community finding jobs. Scheduling the exploratory students who are not working on rotating schedules.

Improve our system of evaluation for all three programs.

Conclusions:

As a result of the Professional Development Act course for work experience education, the majority of the respondents indicated they would make the following changes in their program:

Development of related instruction programs.

Initiate or expand exploratory programs.

Structure their programs to operate in closer relationship to the goals and objectives of work experience education.

2. WHICH TOPIC OR [illegible]ION OF THE COURSE WAS MOST USEFUL TO YOU? WHY?

Comments:

Career education because I am a counselor.

Career education was the most useful to me because of the way it ties together work experience with the rest of the school's curriculum.

Stull Bill. The course helped me to better understand career education.

Laws and regulations relating to work experience.

How to set up a five-year plan.

Laws.

Discussing typical problems with colleagues. Writing plans.

Better understanding of laws and career education.

Orientation to career education.

Project writing showed us how and where to get funds.

Child labor laws--we need to know what can legally be done.

Understanding of career education and development of a district plan.

Child labor laws and the Stull Bill.

It was all valuable to me.

Regulations which govern work experience education.

Organization procedures.

VEA discussion--familiarity with forms and usage.

Federal projects, career education, laws.

Budgeting and management systems.

Goals and objectives of work experience.

Conclusions:

The most useful portion of the course to most participants was the units of instruction involving:

Program funding.

Administrative and education codes.

Discussion of the concepts of career education.

The district plan.

Child labor laws.

3. WHAT TOPIC OR PORTION OF THE COURSE WAS LEAST USEFUL TO YOU? WHY?

Comments:

Goals and performance objectives.

Writing of objectives.

Financing.

Discussions concerning management of programs.

Discussion of career education.

The one hour used for PPBS.

Budgeting.

Budget classifications.

Objective writing.

Conclusions:

Very few of the participants answered this question. The sample of comments is so limited that the only conclusion to be drawn is that the entire course content was relevant.

4. IDENTIFY ANY REDUNDANT SEGMENT OF THE COURSE IN RELATION TO PREVIOUS TRAINING OR EXPERIENCE.

Conclusions:

Only a few of the participants identified redundant segments of the course. Those who commented to this statement had attended the courses offered last year or during the summer at California Polytechnic State University.

5. HOW COULD THE COURSE BE IMPROVED?

Comments:

Don't assume we know so much.

It's a hard course to improve.

Better leadership and good plans; a course of study to follow.

Spend more time on goals and objectives.

More time for in-depth instruction on laws and regulations.

More "doing activities" for the class members.

More time spent on legal aspects; using actual case studies.

Using more speakers and class discussion techniques.

Spend more time on career education.

Need more information on funding of programs.

Have guests from business and industry to give their feelings on current employment opportunities.

Limit the material to allow more time for career education and laws.

Organize field trips to on-going programs.

More time needed for related instruction ideas and materials.

Conclusions:

The major conclusion drawn from the comments is that more time needs to be given to the same areas identified in Section 2; specifically, career education, laws, funding, related materials, and developing the district plan.

6. WHICH TOPIC OR PORTION OF THE COURSE WOULD YOU DESIRE TO HAVE MORE IN-DEPTH IN-SERVICE TRAINING? ALSO NOTE ANY AREA RELEVANT TO WORK EXPERIENCE EDUCATION THAT WAS NOT INCLUDED IN THE COURSE IN WHICH YOU WOULD LIKE MORE INFORMATION OR TRAINING.

Comments:

Laws and related instruction.

Related instruction activities.

Career education and how it fits into the total curriculum.

Development of good community relations.

Cooperative education.

Special programs for handicapped students.

Special education students--how they fit into work experience education.

Goals and objectives for college programs.

Budgeting, reporting and funding of programs.

District responsibilities.

More on how to develop exploratory programs.

Writing of Federal projects and plans.

Placement and community contacts.

Operational procedures.

Planning related instruction.

Program development.

More information on development of five-year plan.

Presentations on each of the three types of work experience. Possibly presentations from example programs.

Labor laws.

Organization of an advisory committee and how to work with them in developing a good community program.

Financing of programs.

We need a lot of information on developing programs for special students.

Conclusions:

Again, the participants seem to be expressing a need for more time on the specific areas of interest indicated in previous conclusions. Two new areas where a strong need was indicated was information on program development for special education and handicapped students, and selecting and using the advisory committee.

7. HOW WOULD YOU RATE THE OVERALL PRESENTATIONS OF THE INSTRUCTORS?

	Implement	Management	College
Excellent	26	55	7
Satisfactory	11	18	1
Weak	0	1	0

8. HOW WOULD YOU RATE THE EFFECTIVENESS OF THE PRE AND POST TEST IN MEASURING THE IMPORTANT ELEMENTS OF THE COURSE?

	Implement	Management	College
Excellent	10	19	3
Satisfactory	20	33	5
Weak	5	17	0

9. HOW WOULD YOU RATE THE INSTRUCTORS USE OF TIME DURING CLASS SESSIONS: LECTURE, INTERACTION, AUDIO-VISUAL, ETC.

	Implement	Management	College
Excellent	23	44	7
Satisfactory	14	24	1
Weak	0	1	0

10. HOW WOULD YOU RATE THE OVERALL FORMAT AND PLAN OF THE PROGRAM?

	Implement	Management	College
Excellent	21	32	6
Satisfactory	13	36	2
Weak	2	10	0

11. PERSONALLY, HOW BENEFICIAL WAS THE INFORMATION YOU RECEIVED FROM THIS COURSE?

	Implement	Management	College
Excellent	21	36	6
Satisfactory	11	32	1
Weak	1	1	0

- - - -

APPENDIX E

PROJECT EVALUATION REPORT

FOR SPRING 1973

Project #40-30569 EFO 39-73

An Educational Professional Development Act Project

and

Project #40-30569 B-3-230

A Vocational Education Section Part B Project

Prepared By: R. W. Poole - Project Evaluator

May 25, 1973

Directed To: Kinsey Tanner - Project Director

This report contains information describing the activities of the Professional Development Series for Work Experience Education for the Spring Semester 1973. The Spring program Summary includes:

1. Activities Related to State Priorities
2. Activities Related to Courses offered
3. Selection of Participants
4. Evaluation of Pretests and Post Tests
5. Conclusions

1. Activities Related to State Priorities

1.1 Increasing Effectivness of Teaching for Disadvantaged and Handicaped. Fifty Four percent of all participants in extension courses were directly associated with disadvantaged students.

Thirty-three percent of all participants in extension courses were directly associated with handicapped students.

1.2 Updating Occupational Competencies

Participants were selected from broad geographical locations not served by other professional development activities. These locations were as follows:

Sacramento, San Francisco, Hayward, Redding, Fresno Selma, Torrance, Indio and San Diego

1.3 Updating Supervisory Skills

Seven percent of those enrolled in the courses were administrators of vocational programs.

2. Activities Related to Courses Offered

2.1 Five graduate level extension courses in Operation of Work Experience Education were offered at:

Location	Teacher
San Francisco	William Sovel and James Mayo
Sacramento	Alvin Flint
Selma	Hycinthia Johnson
Los Angeles	Dwayne Brubaker
Indio	George Barich

2.2 Six graduate level extension courses in Management of Work Experience Education were offered at:

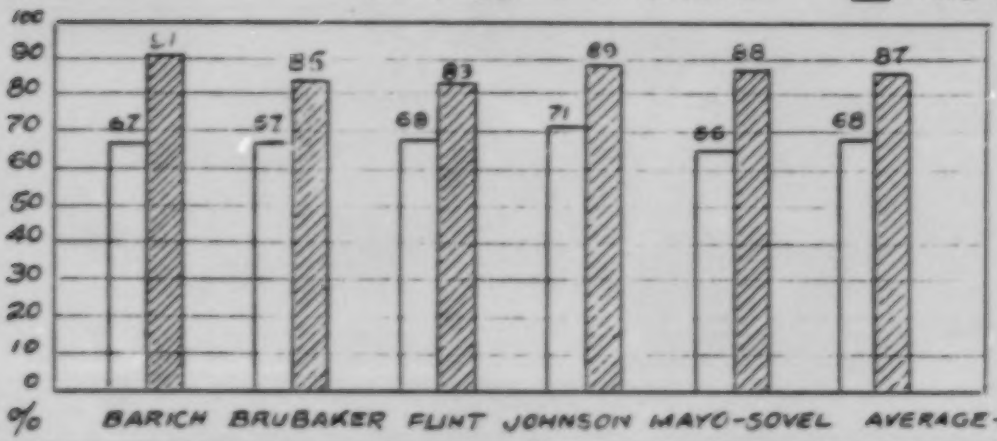
Location	Teacher
Redding	John Olsen
San Francisco	Dennis Ragan
Sacramento	Jack Reynolds
Fresno	Norvin Spence
Torrance	Donald Averill
San Diego	Robert Menke

2.3 One graduate level course in Community College Work Experience Education was offered at:

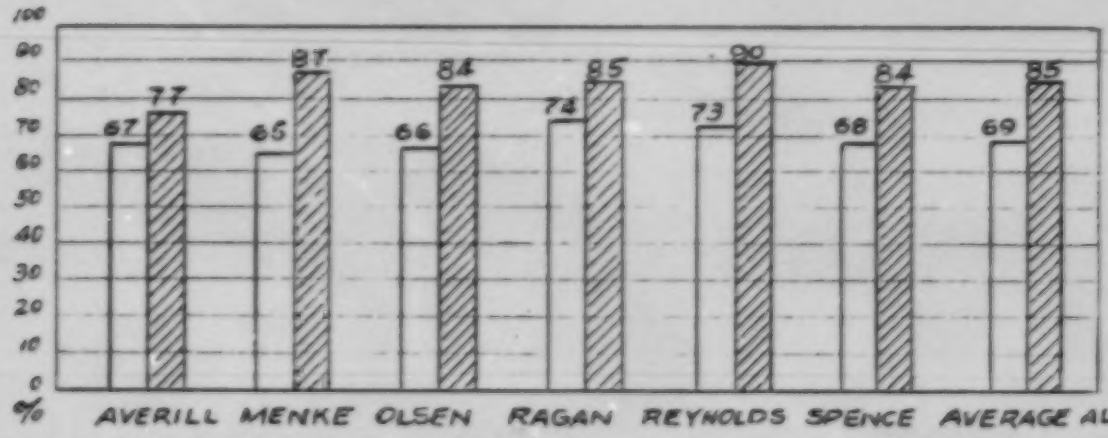
Location	Teacher
Hayward	Vern Gillmore

APPENDIX A

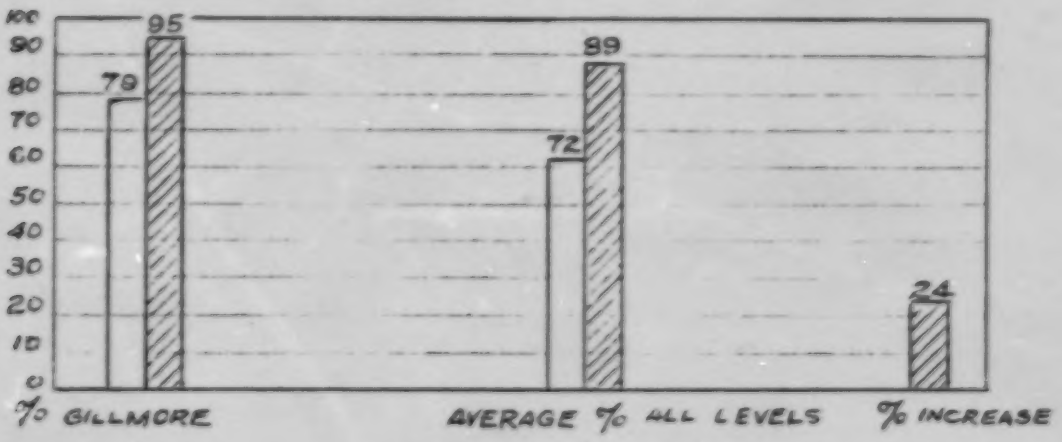
PRETEST - POST TEST AVERAGE SCORES FOR OPERATION
ED-E-581 SPRING 1973 □ = PRE ▨ = POST



PRETEST - POST TEST AVERAGE SCORES FOR MANAGEMENT
ED-E-581-07 SPRING 1973

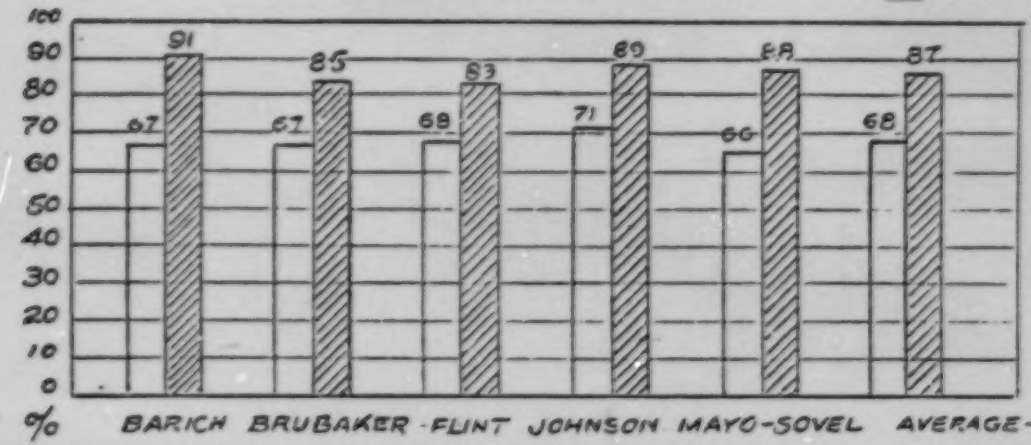


COMMUNITY COLLEGE
ED-E-581-8

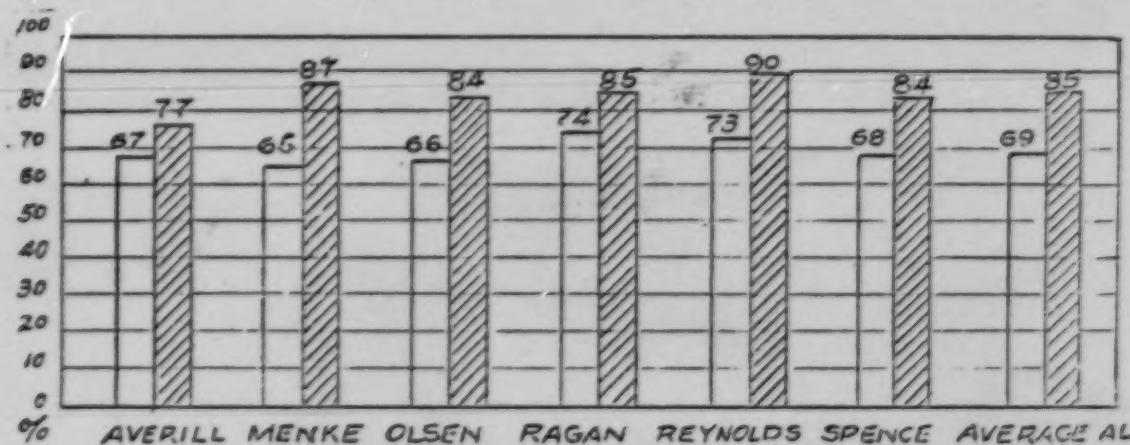


APPENDIX A

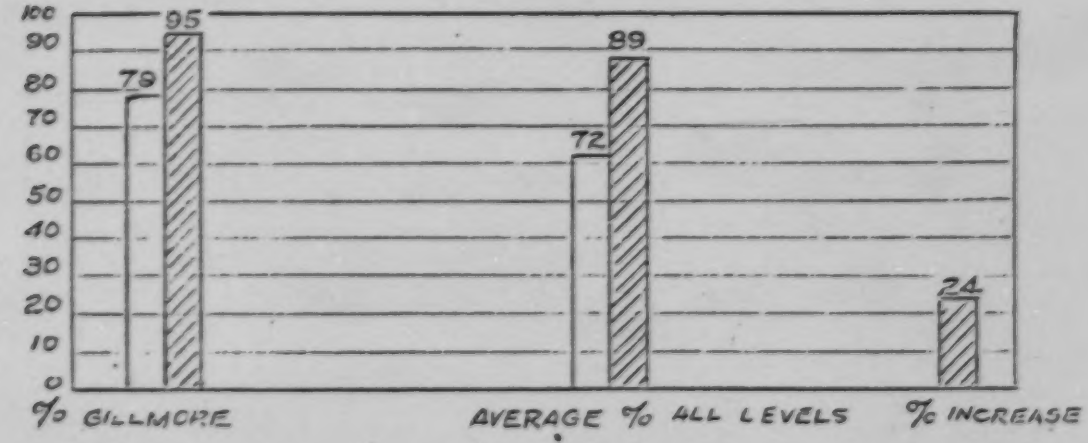
PRETEST- POST TEST AVERAGE SCORES FOR OPERATION
ED-E-581 SPRING 1973 □=PRE ▨=POS



PRETEST- POST TEST AVERAGE SCORES FOR MANAGEMENT
ED-E-581-07 SPRING 1973

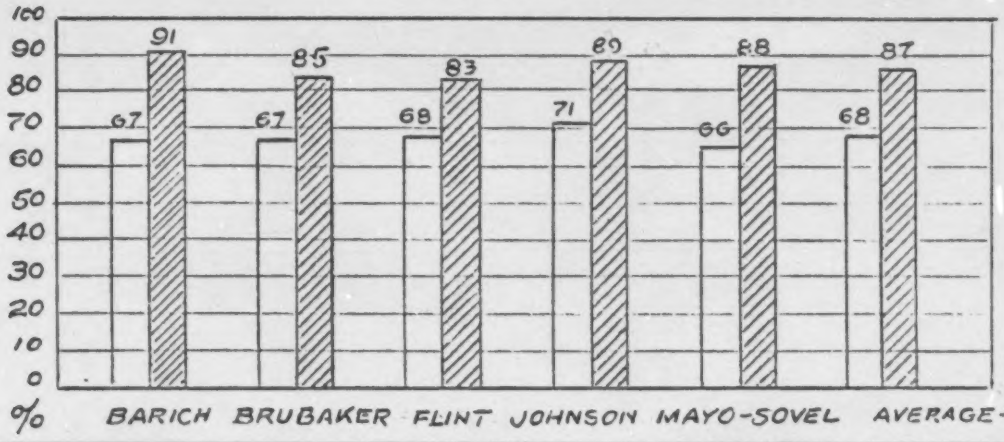


COMMUNITY COLLEGE
ED-E-581-8



APPENDIX A

PRETEST- POST TEST AVERAGE SCORES FOR OPERATION
ED-E-581 SPRING 1973 □=PRE ▨=POS



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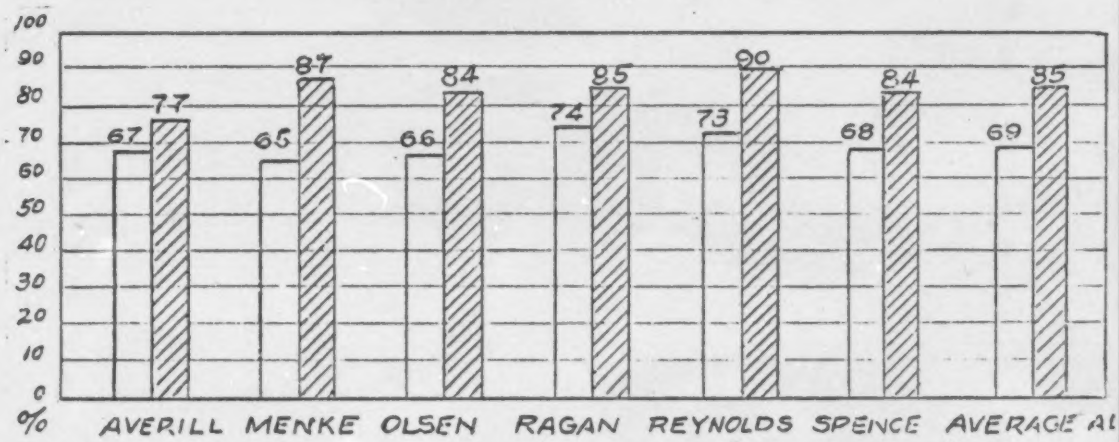
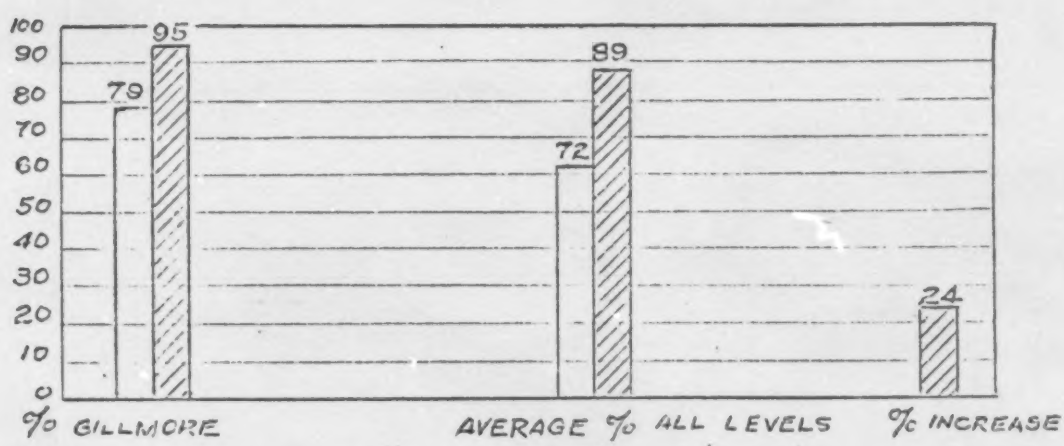
ED-E-581-07 SPRING 1973



COMMUNITY COLLEGE
ED-E-581-8



2.4 A unit on Career Education was included in the course content at all three levels. Questions relating to Career Education were included in the pretests and post tests.

3. Selection of Participants

The following summary was prepared from the Registration Forms of participants enrolled in the Extension Classes.

3.1 Enrollment data for five Operation Classes.

Enrollment reported - 78

Forty-five percent of those enrolled had no prior EPDA courses in Work Experience Education.

Fifty-five percent completed EPDA courses in Implementation Coordination and/or Administration of Work Experience Education.

Fifty percent continued on into the Operation Classes from the Implementation classes offered in the fall.

Forty-eight percent of those enrolled were directly involved in Work Experience Education.

Sixty-six percent were involved in vocational education as teachers or administrators.

Ninteen percent use the course content as background material needed for performance of their present teaching assignment, and plan to move into Work Experience.

3.2 Enrollment data for six Management Classes

Enrollment reported -119

Fifty-one percent of those enrolled had no prior EPDA classes in Work Experience Education.

Fifty-eight percent completed EPDA courses in coordination, implementation, or administration of Work Experience Education.

Thirty-three percent were presently involved in Work Experience.

Sixty-five percent were teachers or administrators of vocational education.

Eighteen percent plan to move into some phase of Work Experience Education.

3.3 Enrollment data for one Community College Class

Enrollment reported - 11

Fifty-five percent of those enrolled had no prior EPDA course in Work Experience Education.

Forty-five percent completed EPDA courses in coordination and/or administration of Work Experience Education

Sixty-three percent were presently involved in Work Experience Education.

Fifty-five percent were teachers or administrators of Vocational Education Program.

4. Evaluation - Summary of Pretest and Post test

Results for Operation, Management and Community College Courses (Also see Appendix A)

4.1 OPERATION N-65
(ED-F 581-06)

Teacher	Average Pretest Score	Average Post test Score	Average Increase	Percent Increase	Percent of Perfect
Barich	43.50	58.88	15.38	35.34	91%
Brubaker	43.30	55.15	11.85	27.36	85%
Flint	43.89	54.21	10.32	23.51	83%
Johnson	45.94	57.89	11.95	26.01	89%
Mayo-Sovel	42.66	57.15	14.49	33.96	88%
				TOTAL AVERAGE SCORE	87%

MANAGEMENT N-107
(ED - E - 581 - 07)

Teacher	Average Pretest Score	Average Post test Score	Average Increase	Percent Increase	Percent of Perfect
Averill	71.16	81.30	11.02	15.48	77%
Menke	69.75	93.03	23.28	33.37	87%
Olsen	70.15	89.35	19.20	27.36	84%
Ragan	79.13	90.45	11.32	14.30	85%
Reynolds	78.27	95.90	17.63	22.52	90%
Spence	72.28	89.53	17.25	23.86	84%
		TOTAL AVERAGE SCORE			85%

COMMUNITY COLLEGE N-116
(ED - E - 581 - 8)

Teacher	Average Pretest Score	Average Post test Score	Average Increase	Percent Increase	Percent of Perfect
Gillmore	91.91	110.33	18.42	20.04	95%

4.4 Average Percentage of Increase for all three levels - 24%

Average Grade for all Courses - 89%

5. CONCLUSIONS

The following points are significant indicators of success of the project.

5.1 Forty-four percent of the total enrollment were practitioners in Work Experience Education

5.2 Fifty-six percent of those enrolled were teachers or administrators of vocational education program in high schools and community colleges.

5.3 Forty-nine percent of the enrollment had no prior E. P. D. A. course in Work Experience Education.

5.4 The holding power of the E. P. D. A. Classes in Work Experience Education is demonstrated by 55% of those enrolled in the Spring operation classes having continued on from the Fall classes.

5.5 Nineteen percent of those teaching in other disciplines plan to move into Work Experience Education in the future.

5.6 The location of courses at various points throughout the State provided for professional development of coordinators in areas not served by a similar program.

5.7 Pretest Post-test results indicate a satisfactory growth factor of 24% and an average post test score of 89%.

5.8 A high percentage of the enrollment in all three levels (51%) had continued on from a prior inservice extension course in Work Experience Education. This indicates that this is a continuing program which lends unity to Work Experience Education throughout California.

5.9 The results of the student subjective evaluation indicate that the courses provide relivency and that students were well satisfied with the instructors presentations of the course content.

APPENDIX F

INTERIM PROJECT EVALUATION REPORT

Subjective Questionnaire

Project #40-30569 EFO 39-73

An Educational Professional Development Act Project

and

Project #40-30569 B-3-230

A Vocational Education Section Part B Project

Prepared By: A. L. Thele, Project Evaluator
May 29, 1973

Directed To: Kinsey Tanner, Project Director

SUBJECTIVE EVALUATION (Spring Semester)

Second Semester
Subjective Questionnaire

The following information represents results of a subjective questionnaire administered to the participants of the Education Professions Development Act Project, Spring Semester 1973, "Professional Development Series for Work Experience Educators 1972-73."

Statements requesting a multiple choice response have been tallied and separated according to the course which the respondent was enrolled in.

Statements requiring a short answer response have been listed. Because of the quantity of responses, a random sample was used and conclusions representing all responses have been given.

This report follows the format of the subjective questionnaire.

HOW SUCCESSFUL WAS THE INSTRUCTOR IN MEETING THE OBJECTIVES OF THE COURSE?

	Operational	Management	College
Excellent	62	94	4
Satisfactory	6	19	4
Weak	0	0	0

1. WHAT CHANGES DO YOU ANTICIPATE MAKING IN YOUR WORK EXPERIENCE PROGRAMS AS A RESULT OF THIS COURSE?

Comments:

Work in developing our exploratory work experience program so that we can involve more students.

Develop a legal vocational work experience program to confirm with State and Federal laws.

Expand our general work experience program using such ideas as performance objectives and contracts.

Expand our public relations program in the community.

We will attempt to develop an extensive exploratory program for our students, and expand on the general and vocational programs.

An attempt will be made to involve elementary school students, particularly the fifth and sixth grade levels in exploratory work experience.

We cannot make changes until we can convince district to expand the teacher allotments for work experience.

We will establish a cook and baker's program.

Reorganize our related instruction program.

Develop a more effective public relations program.

Develop standards and program procedures for our program.

Will utilize the LAPS which was developed by the State Department.

Tighten procedures regarding enrollment and labor codes.

Expand our vocational program.

Implement new methods of related instruction.

Offer more meaningful related instruction.

Develop program according to established goals.

Expand our exploratory program.

Concentrate on developing a better in-plant vocational program.

Incorporating exploratory work experience in the science fields.

Conclusions:

As a result of the Professional Development Act course for Work Experience Education, the majority of respondents indicated they would make the following changes in their programs:

Develop a more meaningful program for related instruction.

Expansion of exploratory programs.

Revise existing policies and procedures in relationship with existing State Education Codes and State and Federal Labor laws.

2. WHICH TOPIC OR PORTION OF THE COURSE WAS MOST USEFUL TO YOU? WHY?

Topics dealing with laws related to work experience education.

Exchanging of ideas.

Labor laws.

Information on exploratory programs.

Budget.

Summer school programs.

Program management and finance.

Articulation with the lower grades.

Project writing.

Performance objectives.

The entire program was useful.

Career information.

Instructions on how to prepare and use LAPS.

Public relations and related instruction.

Information on how to write a State plan.

Information on goals and objectives.

Career education.

Information about the Stull Bill.

PPBS.

Management of work experience education programs.

Instructional goals and objectives.

Conclusions:

The most useful portion of the course to most participants were the units of instruction involving:

Concepts of career education.

Writing of performance objectives.

Developing district and State plans.

State and Federal Labor laws.

3. WHAT TOPIC OR PORTION OF THE COURSE WAS LEAST USEFUL TO YOU? WHY?

Comments:

The Stull Bill was a waste of time.

Behavioral objectives.

Public relations.

Goals and objectives.

Conceptual design of work experience education.

Learning activity packages.

Laws that do not apply.

Objectives and funding of programs.

Funding of programs.

Objectives.

Organizational patterns.

Budgeting.

Conclusions:

The majority of those responding to this question were participants who had attended previous EPDA courses, and workshops at Cal-Poly State University. From the remarks made by the participants, there seemed to be an indication that the emphasis placed on goals and objectives should be updated; and, that carefully prepared audio-visual techniques be used in presenting these topics.

4. IDENTIFY ANY REDUNDANT SEGMENT OF THE COURSE IN RELATION TO PREVIOUS TRAINING OR EXPERIENCE.

Comments:

Unit 1 conceptual design was a review of previous experience.

Work permits and public relations programs.

All I hear at these classes are labor laws, but I still need more information on them.

All the information was excellent and timely.

Writing performance objectives.

Work permits--too much emphasis on accountability and PPBS.

Work permits.

Funding.

Conclusions:

Very few participants indicated that the course was redundant. The participants responding to this section indicated they had attended previous inservice courses and workshops where many of the same topics were discussed. The lack of responses under this section lead to the conclusion that all aspects of this program were relevant to current needs.

5. HOW COULD THE COURSE BE IMPROVED?

Comments:

Separate the neophytes from those more experienced in work experience education.

More time given to class discussion.

Would like additional time built in for discussion of each others programs.

More time should be spent on budget and finance.

Don't know--great as it was.

Allowing teacher more freedom in program.

Excellent as it is.

Provide more printed reference materials.

Expand program to include more hours of instruction.

More audio-visual and demonstrations.

More information on related instruction and career education.

Using more speakers.

Lot more information on career education.

Conclusions:

The majority of participants indicated that they were very pleased with the program as it was presented. There were requests for additional

time for class interactions and discussions of local problems and programs. There seemed to be an interest in related instruction and materials available for related instruction programs.

6. WHICH TOPIC OR PORTION OF THE COURSE WOULD YOU DESIRE TO HAVE MORE IN-DEPTH INSERVICE TRAINING? ALSO NOTE ANY AREA RELEVANT TO WORK EXPERIENCE EDUCATION THAT WAS NOT INCLUDED IN THE COURSE IN WHICH YOU WOULD LIKE MORE INFORMATION OR TRAINING?

Comments:

Methods of selling program to administration and public.

A continuation of this course would be good.

A course designed to allow us to observe work experience students on various types of training stations.

More information is needed on preparing performance objectives.

Goals and objectives.

Career education.

Funding.

Budget and finance.

Related instruction.

More specific information on how work experience programs operate in community city colleges and how they are different from secondary programs.

Methods of related instruction.

Need more time on some of the areas that were covered.

Financing.

Work experience programs.

Laws.

Public relations on campus.

More emphasis on serving the needs of special education students.

Discussions on union problems.

How to approach employers.

How to evaluate a work experience program.

The impact of career education on work experience education.

The use of advisory committees.

Information on developing programs for special students.

Conclusions:

A definite need was indicated for attention to be given in future courses to the handicapped and other special education students. Another remark which prevailed throughout the answers to this statement was need for understanding the responsibilities and use of advisory committees. Many participants felt like the program which was offered was well structured except more time was needed on areas involving funding of work experience education, methods of developing and implementing a public relations program, and general program operational procedures.

7. HOW WOULD YOU RATE THE OVERALL PRESENTATIONS OF THE INSTRUCTORS?

	Operational	Management	College
Excellent	61	89	4
Satisfactory	7	23	4
Weak	0	0	0

8. HOW WOULD YOU RATE THE EFFECTIVENESS OF THE PRE AND POST TEST IN MEASURING THE IMPORTANT ELEMENTS OF THE COURSE?

	Operational	Management	College
Excellent	23	26	0
Satisfactory	41	56	8
Weak	4	27	0

9. HOW WOULD YOU RATE THE INSTRUCTORS USE OF TIME DURING CLASS SESSIONS: LECTURE, INTERACTION, AUDIO-VISUAL, ETC.

	Operational	Management	College
Excellent	57	89	3
Satisfactory	11	20	5
Weak	0	0	0

10. HOW WOULD YOU RATE THE OVERALL FORMAT AND PLAN OF THE PROGRAM?

	Operational	Management	College
Excellent	49	78	3
Satisfactory	18	30	5
Weak	0	1	0

11. PERSONALLY, HOW BENEFICIAL WAS THE INFORMATION YOU RECEIVED FROM THIS COURSE?

	Operational	Management	College
Excellent	58	79	6
Satisfactory	9	29	2
Weak	1	1	0

Results of Survey Questionnaire For Future Participation

1. WOULD YOU BE INTERESTED IN PARTICIPATING IN FUTURE INSERVICE TRAINING PROGRAMS OF THIS TYPE?

	Operational	Management	College
Yes	64	104	8
No	4	6	0

2. SUGGESTIONS FOR SET-UP OF PROGRAM.

	Operational	Management	College
Same as this one	48	76	8
Weekend workshops on specific topics	16	28	0
Workshop meeting every night for one or two weeks	1	3	0

TThele/au
5/30/73

APPENDIX G

QUARTERLY REPORT

July 1 - September 30, 1972

PROFESSIONAL DEVELOPMENT SERIES FOR WORK EXPERIENCE EDUCATION

Project #40-30569 EFO 39-73
An Educational Professional Development Act Project

and

Project #40-30569 B-3-230
A Vocational Education Section Part B Project

California Polytechnic State University
San Luis Obispo, California

Kinsey Tanner, Director

Distributed to:

Dr. James Becket
E. David Graf
Allan Holmes
Dr. Dale Andrews
Howard Boroughs
Dr. Carl Cummins
Dr. Walter Schroeder
Dr. Don Morris
Robert Poole

I. PLANNING

1. The description of objectives of the project as stated in the contract are as follows:

This project is designed to encompass eight basic objectives:

1.1. Conduct a summer workshop designed to familiarize educators with concepts of career education and their relationships with work experience education.

1.2. Conduct a summer workshop designed to familiarize work experience education personnel with materials and methods for conducting related instruction classes.

1.3. Train eight instructors who will present to participants of the management courses, the strong philosophical and educational reasons why goals and objectives are needed for work experience education.

1.4. Conduct instructor training workshops to train teachers of the courses the concepts of career education.

1.5. Present ten (10) graduate level extension courses (5 in the fall and 5 in the spring) entitled "Work Experience Education-Implementation" and "Work Experience Education-Operational." These courses to be offered in five locations throughout the state. The 250 students attending will earn 2½ quarter units of graduate credit for each class. (Twenty-five hours of instruction per class.)

1.6. Present eleven (11) graduate level extension courses (5 in the fall and 6 in the spring) entitled, "Work Experience Education-Management" at eleven different locations for 300 participants. Participants will be selected from those who have previously attended the beginning courses and/or are responsible for administrative functions. Participants will receive three quarter units of credit. (Thirty hours of instruction.)

1.7. Present three (3) graduate level extension courses (1 in the fall and 2 in the spring) entitled, "Work Experience Education-In the Community College." These courses will be offered in three locations throughout the state. The 75 participants selected to attend will earn three quarter units of graduate credit. (Thirty hours of instruction.)

1.8. Provide in all four courses a unit(s) in career education concepts as they relate to work experience education and to state and national educational priority.

2. The courses offered are as follows:

Ed-E-581-05 - Work Experience Education-Implementation; for first and second year work experience coordinators; types of work experience programs and methods of implementing a work experience program as a part of the total curriculum (no prerequisite).

Ed-E-581-06 - Work Experience Education-Operation; given in spring to follow Ed-E-581-05; labor codes, funding, public relations, related instruction, education and administrative codes (prerequisite Ed-E-544 or Ed-E-581-06 or permission of instructor).

Ed-E-581-07 - Work Experience Education-Management; for experienced coordinators and administrators; accountability, financing and management theories for work experience education.

Ed-E-581-08 - Work Experience Education-Community College; for work experience coordinators and cooperative education teachers at community colleges; development and operation procedures for work experience programs in the community colleges; accountability, education and administrative codes, State Plan for Vocational Education in the community colleges.

3. The time schedule for objectives of the project as stated in the contract are as follows:

OBJECTIVES MET:

1. Summer workshop (Career Education 6/26-30/72
2. Planning meeting 7/15-16
3. Summer workshop (Materials for Related Instruction). 8/21-24
4. Extension course teacher planning session (1.7-7)... 8/21-24
5. Extension course teacher planning session (1.7-5)... 8/21-24
6. Extension course teacher planning session (1.7-6)... 8/28-30

OBJECTIVES IN PROGRESS:

7. Selection of participants 9/1-15
8. Courses to be offered (1 night per week -8 weeks 1.7-5) 10/2-12/1
9. Courses to be offered (1 night per week -10 weeks 1.7-7, 1.7-6) 10/2-12-14

OBJECTIVES PLANNED FOR:

10. Planning and evaluation meeting (1.7-5) 12/9
11. Planning and evaluation meeting (1.7-6) 1/6-73
12. Planning and evaluation meeting (1.7-7) 1/13
13. Courses to be offered (1 night per week -8 weeks 1.7-5) 2/12-4/13
14. Courses to be offered (1 night per week -10 weeks 1.7-6, 1.7-7) 2/12-4/26
15. Evaluation meeting with course instructors (1.7-5).. 4/28
16. Evaluation meeting with course instructors (1.7-6).. 5/5
17. Evaluation meeting with course instructors (1.7-7).. 5/12
18. Evaluation report 5/28

II. PARTICIPANT SELECTION

1. The criteria for selection and the type of participants as stated in the project are as follows:

Participants will be selected from those educators that have demonstrated knowledge and/or interest in work experience education. Selection of teacher-trainers will be conducted by the project director with assistance from the California State Consultant

for Work Experience Education and the head of the Education Department, California Polytechnic State University.

Those who will attend the inservice training programs will be selected by county and school directors of vocational education in the immediate area being served by these courses.

745 persons will participate in the project. Participation will be as follows:

1. 120 educators will attend the summer workshops at Cal Poly, San Luis Obispo.
2. 250 new coordinators will be selected to attend the inservice implementation and operational courses offered in Indio, Pomona, Stockton, San Diego and Los Angeles.
3. 300 coordinators, vocational education administrators, counselors, etc. will be selected to attend the inservice management course offered in Fresno, Modesto, Sacramento, Los Angeles, San Mateo, Marin County, Redding, San Diego, Long Beach, San Luis Obispo and Salinas.
4. 75 community college coordinators and vocational personnel will be selected to attend the inservice community college course offered in San Mateo, Huntington Beach and Pasadena.

Special emphasis will be given to the selection of participants in continuation education and special education.

2. Applications received to date include only the participants in the Career Education Workshop, June 26-30, and the Work Experience Education Workshop, August 21-25, both held on the Cal Poly Campus in San Luis Obispo.

65 people participated in the Career Education Workshop. By position, the participant breakdown was:

22 Teachers
17 Work Experience Education Personnel
11 Directors of Vocational Programs
8 Guidance Personnel
2 College Teachers
3 Secondary Administrators
2 Graduate Students

73 people participated in the Work Experience Education Workshop, August 21-25. By position, the participant breakdown was:

37 Work Experience Education Personnel
15 Teachers
11 Directors of Vocational Programs
4 Guidance Personnel
4 Secondary Administrators
2 Graduate Students

The geographical breakdown of the Career Education Workshop was as follows:

Central Coast	17
Southern California	15
San Francisco Bay Area	13
Central Valley	10
Northern Valley	6
Southern California Desert	2
Northern Coast	2
	65

The geographical breakdown of the Work Experience Education Workshop was as follows:

San Francisco Bay Area	19
Southern California	18
Central Coast	12
Central Valley	10
Northern Valley	6
Southern California Desert	5
Northern Coast	3
	73

Data on participant responsibility for disadvantaged and handicapped was not available for this report.

III. OPERATION

1. Both the stated objectives and time schedule for the project have been met to date. The two summer workshops were completed, and judging from evaluative data from the participants, were highly successful. Both were well attended and well received by the participants. In spite of near 100° temperatures, the first and second days of the Work Experience Education Workshop, attendance was excellent. The cooperation of the Cal Poly Staff and Dr. Walter Schroeder, Head, Education Department, was excellent. The workshop agendas are included as appendix items A and B. The evaluative data is included as appendix items C and D.

2. During the quarter, instructors were contracted and sites were selected for the extension courses. Under the direction of the Project Director, the course of study outlines were developed for all four courses. Publicity brochures were printed and distributed state wide to selected people. (See Appendix E for brochure). Pre and post tests and subjective evaluation instruments were developed by the project evaluators. Names and addresses of instructors and evaluators are attached in Appendix F. In addition to the instructor's manuals, reference material for each course was collected and compiled. The instructor's training sessions were held at San Luis Obispo in late August and the course manuals and reference materials furnished to them.

   The fall schedule of classes will begin the week of October 2. No participant data is available at this writing as enrollments will continue through October 6.

A change was made in class location from Stockton to Selma. This was necessary because of difficulty in contracting for a facility and to try to fill a gap in coverage of the state. At this time, I see no other major changes or problems in meeting the objectives of the project.

A

PRE-REGISTRATION FOR THE WORKSHOP
CAREER EDUCATION Ed-647-01
June 26 - 30

Please enroll the following person(s):

Name_____Address_____Deposit_____

Name_____Address_____Deposit_____

Attached is a check for $5.00 payable to Cal Poly Foundation Education Workshop for each pre-registration, to be applied toward the $20.00 workshop fee. Please arrange for the following:

Housing requested for June 26-30, 1972: Costs: One person per room @ $5.00 per day
Two persons per room @ $4.00 per day

Accommodations requested: (Please check)
DEADLINE FOR ROOM REQUEST IS JUNE 10

_____Single Occupancy _____Double Occupancy _____Married Couple Date of Arrival_____
Date of Departure_____

Send to: Cal Poly Foundation Cashier, Cal Poly, San Luis Obispo, CA 93401
ONLY THOSE NAMES ACCOMPANIED WITH THE $5.00 DEPOSIT WILL BE OFFICIALLY ENROLLED.

ABOUT THE PROGRAM PRESENTATIONS

June 26

1:00 Orientation and introductions, Objectives of the workshop

2-5:00 Mr. Paul Peters, Director Career Education California State Department of Education

Mr. Paul Peters, Director of Career Education, and members of the California State Career Education Task Force will present information and materials in the following major areas:

1. Concepts of Career Education for California.
2. Status of Career Education in California.
3. Task Force operation.
4. Strategies for implementation of Career Education in California.

June 27

1-5:00

Mr. Paul Peters, Director of Career Education, and members of the California State Career Education Task Force will continue with their presentation. Major emphasis will also be placed on the national scope of Career Education.

June 28

1-3:00 Dr. Patrick J. Weagraff
Public Services Occupations Curriculum Project
State Department of Education

Current Curriculum Practices and Activities in Career Education

Dr. Patrick J. Weagraff, Director of a United States Office of Education Project to develop nationally applicable guidelines for one of the career education clusters, will present an over view of current curriculum practices and activities in career education. Participants will be provided materials describing the six curriculum projects being conducted across the United States as well as the names of individuals to contact for further information. A typical "model" will be provided. Samples of career education curriculum materials that local teachers and administrators may expect in coming months will also be distributed.

3-5:00 Mr. Harry Krall, Coordinator
Work Experience Education
Covina Valley Unified School District

Work Experience Education is an Integral Part of Career Education

Work Experience Education assists students in identifying tentative career goals through selective employment in the world of work. It is recognized that the level of achievement ability, motivation, and goals of students vary in degree; all students need the opportunity to develop their unique vocational potential. The Covina Valley Unified School District has developed a computer-assisted approach of selecting students who have reached the level of proficiency necessary for placement in vocational training sites within the community. The system of selecting and placing students will be discussed during this session.

June 29

1-5:00 Mr. Robert A. Sampieri
Director of the Comprehensive
Career Education Model
Los Angeles City Schools

As director of one of the six United States Career Education Models, Mr. Sampieri will direct his presentation to four major areas:

1. Identification of goals and objectives of career education.
2. Utilization of district personnel to develop goals and objectives of career education.
3. Format of an instructional unit to accomplish goals and objectives of career education.
4. Identifying strategies of installing and implementing the goals and objectives of career education.

June 30

1-5:00 Mr. Norvin Spence, Supervisor
Work Experience Education
Modesto City Schools

Mr. Spence will present the Modesto City Schools Career Education Model Project which involves thirty junior high students and two teachers--one in social studies and one in language arts. The students selected the nine-week model as one of the thirty-six choices of an activity--seventy-five minute mini-course by career. The model is organized around this involvement of the student in activities that relate to three United States Office of Education Occupational Clusters in Community Service Careers.

CREDIT - Ed-647-01 Career Education
(1.5 units professional credit)

WORKSHOP FEE - $20.00

HOUSING - Excellent dormitories on the campus at the following rates:

$5.00 per day - one per room
$4.00 per day - two per room

STEAK BARBECUE - Tuesday evening, June 27, 6:00 p.m. Poly Grove, $5.50
This is an event that no one should miss!

PARKING PERMITS - Required of all vehicles on campus. Will be available at the Registration Desk at $1.00 for the Workshop.

WORKSHOP ROOM NUMBER - Science E27

FOR ADDITIONAL INFORMATION CONTACT:

ALLAN HOLMES
TONY THELE

Workshop Coordinators
Education Department
California State Polytechnic College

San Luis Obispo, CA 93401

WORKSHOP

Career Education

CALIFORNIA STATE POLYTECHNIC COLLEGE

SAN LUIS OBISPO

June 26 - 30, 1972

Co-sponsored by

California State Polytechnic College

and the

California State Department of Education

B

PRE-REGISTRATION FOR THE WORKSHOP
WORK EXPERIENCE EDUCATION
August 21-25

Please enroll the following person(s):

Name_____Address_____Deposit_____

Name_____Address_____Deposit_____

Attached is a check for $5.00 payable to Cal Poly Foundation Workshop Account No. 1913.43 for each pre-registration, to be applied toward the $20.00 workshop fee. Please arrange for the following:

Housing requested for August 21-25, 1972: Costs: One person per room @ $5.00 per day
Two persons per room @ $4.00 per day

Accommodations requested: (Please check)
DEADLINE FOR ROOM REQUEST IS AUGUST 1

_____Single Occupancy _____Double Occupancy _____Married Couple Date of Arrival_____
Date of Departure_____

Send to: Cal Poly Foundation Cashier, Cal Poly, San Luis Obispo, CA 93401
ONLY THOSE NAMES ACCOMPANIED WITH THE $5.00 DEPOSIT WILL BE OFFICIALLY ENROLLED.

WORKSHOP PROGRAM AND SCHEDULE

Monday, August 21

1:00 Enrollment, schedule, orientation, objectives & pre-test - Staff

2:00 Provisions for related instruction in California Administrative Code, Title 5 - Staff

2:30 Break and interaction.

3:00 Elements of related instruction-Spence
1. Goals
2. Economic trends
3. Remedial

3:45- Goals & objectives of work experience education - Averill
5:00 Major goals, program goals, performance objectives, will be reviewed.

Tuesday, August 22

1:00 Techniques for individualized instruction - Averill
1. Learning Activity Packages
2. Independent study
3. Outside assignments
4. Individual reports

2:30 Break and interaction.

3:00 Materials for individualizing instruction - Spence
Samples of LAPs which have been developed and refined will be distributed to all participants.

4:00- Development of materials for
5:00 individualized instruction-Averill, Spence
Participants will be given an opportunity to develop a LAP or other materials which can be used by individual work experience education students.

Wednesday, August 23

1:00 Techniques for conducting group instruction - Spence
Role playing, simulation, games socio-drama, panel discussion, lectures, etc.

2:30 Break and interaction.

3:00 Materials for conducting group instruction - Averill
Samples of materials which have been developed for conducting group instruction will be distributed and discussed.

4:00- Development of materials for
5:00 group instruction activities.

6:00 Barbecue, Poly Grove.

Thursday, August 24

1:00 Sharing creative work - Averill, Spence
Individual and group materials developed during the previous two days will be discussed.

2:30 The PPBS Cycle - Averill

3:00 Break and interaction.

3:30 The PPBS Cost Data Sheet-Averill
Participants will be given information on how to comply with PPBS insofar as program costs are concerned.

4:30- Complete your own data sheet.
5:00 Each participant will get a start toward preparing a cost data sheet applicable to his own program.

Friday, August 25

8:00 Patterns for summer work experience education - Averill, Spence
Various approaches to offering work experience education in summer school will be presented.

9:30 Projects 1972-73 - Staff

10:00 Break and interaction.

10:30 Questions, problems, answers and solutions - Staff
Participants will have an opportunity to raise specific questions & pose problems concerning or relating to their own work experience education program. The staff will be available to provide answers and solutions.

11:30- Post test and certificates-Staff
12:00

WORKSHOP INSTRUCTORS

Donald Averill, Director of Career Education, Huntington Beach Union High School District. Past president of California Association of Work Experience Educators.

Norvin Spence, Supervisor of Work Experience Education, Modesto City Schools. President of California Association of Work Experience Educators.

CREDIT - Ed-644-01 Work Experience Education (1.5 units of professional credit)

WORKSHOP FEE - $20.00

HOUSING - Excellent residence halls on the campus at the following rates:

$5.00 per day - one per room
$4.00 per day - two per room

STEAK BARBECUE - Wednesday evening, August 23, 6:00 p.m., Poly Grove, $5.50. An event that no one should miss!

PARKING PERMITS - Required of all vehicles on campus. Available at the Registration Desk for $1.00.

WORKSHOP ROOM NUMBER - Science E27

WORKSHOP CONSULTANT - Dr. Norman Eisen, Director of Educational Services, Whittier Union High School District

RESOURCE PERSON - Allan Holmes, State Consultant for Work Experience Education

FOR ADDITIONAL INFORMATION CONTACT:

TONY THELE

Workshop Coordinator
Education Department
(805-546-2629)

California Polytechnic State University
San Luis Obispo, CA 93401

WORKSHOP

Work Experience Education

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

SAN LUIS OBISPO

August 21-25, 1972

Co-sponsored by

Education Department

California Polytechnic State University

and the

California State Department of Education

California Polytechnic State University
San Luis Obispo, California

CAREER EDUCATION WORKSHOP
June 26 - 30, 1972

Evaluation Summary--Career Education Task Force Presentation
June 26, 27

A. PURPOSE

1. The topic of "Career Education" is timely and appropriate for a workshop of this type.

50	0
yes	no

2. This workshop has: (1) clearly achieved its purpose, (2) achieved it only moderately, (3) has not achieved its purpose.

8	34	4
1	2	3

B. AGENDA

3. The agenda for the workshop: (1) was well organized in terms of its purpose and its time elements, (2) was fine but it could have been organized better, (3) was poorly organized.

10	29	10
1	2	3

4. The duration of the workshop: (1) was about right, (2) more time was needed, (3) less time was needed.

24	21	5
1	2	3

5. The schedule of activities was: (1) too tight, (2) too loose, (3) just about right.

25	5	17
1	2	3

C. ACTIVITIES

6. In this workshop, speakers, as well as large and small group discussions were by and large used: (1) effectively, (2) somewhat effectively, (3) poorly

9	27	16
1	2	3

7. The workshop activities were generally: (1) stimulating, (2) mixed in terms of their impact, (3) boring.

12	38	1
1	2	3

8. Generally, the workshop activities were: (1) most helpful, (2) helpful to a degree, (3) not really helpful.

5	30	6
1	2	3

D. PERSONNEL

9. How well did the workshop participants contribute toward the achievement of the purpose of the workshop? (1) very well, (2) somewhat well, (3) poorly.

11	31	7
1	2	3

10. How do you rate the effectiveness of the workshop consultants? (1) highly effective, (2) effective, (3) not effective.

13	32	6
1	2	3

11. What did you like most about the Task Force presentation?

12. What did you like least about the Task Force presentation?

California Polytechnic State University
San Luis Obispo, California

WORK EXPERIENCE EDUCATION WORKSHOP

August 21-25, 1972

A. PURPOSE

40 9 0
1 2 3

1. This workshop has: (1) clearly achieved its purpose, (2) achieved it only moderately, (3) has not achieved its purpose.

49 0
yes no

2. The subject "Related Instruction" is timely and appropriate for a workshop of this type.

Comments: _____

_____

_____

B. AGENDA

32 16 0
1 2 3

1. The agenda for this workshop: (1) was well organized in terms of its purpose and its time elements, (2) was fine but it could have been organized better, (3) was poorly organized.

31 14 5
1 2 3

2. The duration of the workshop: (1) was about right, (2) more time was needed, (3) less time was needed.

19 4 6 16
1 2 3 4

3. The time schedule for the workshop should be: (1) in the morning, (2) in the afternoon, (3) during both mornings and afternoons with a "free" day, (4) in the morning with special events in the afternoons, (5) in the afternoons with special events in the mornings.

6
5

Comments: _____

_____

_____

C. ACTIVITIES

18 31 0
1 2 3

1. The workshop activities were generally: (1) stimulating, (2) mixed in terms of their impact, (3) boring.

32 9 10
1 2 3

2. I prefer workshop activities that: (1) emphasize small group settings, (2) provide more individualized involvement, (3) emphasize large group presentations.

Comments: _____

_____

_____

D. FACILITIES

21 6 1 21
1 2 3 4

1. The ideal physical facilities for this workshop: (1) were about right as we had one large meeting room with adjoining rooms available, (2) I prefer a large room with tables to provide for small groups in the same location, (3) have all activities in a theater type room, (4) one large lecture room with smaller rooms containing tables for group activities.

Comments: _____

_____

_____

E. PERSONNEL

1. How would you rate the presentations by Spence and Averill?

	Poor	Fair	Good	Excellent
Organization	☐	☐	☐	☐
Delivery	☐	☐	☐	☐
Appropriateness for this workshop	☐	☐	☐	☐
Materials used	☐	☐	☐	☐

43 7 0
1 2 3

2. How well did the workshop presenters contribute toward the achievement of the purpose of the workshop? (1) very well, (2) somewhat well, (3) poorly

27 23 0
1 2 3

3. How do you rate the effectiveness of the workshop presenters? (1) highly effective, (2) effective, (3) not effective.

F. MATERIALS

31 13 0 6
1 2 3 4

1. The materials distributed at this workshop: (1) will be of value to me, (2) we may use some of the material in my district, (3) our plans are already set. We will not use materials from this workshop, (4) Gretl I can hardly wait . . .

Comments _____

_____

_____

G. RESULTS

35	8	0	7
1	2	3	4

1. As a result of this workshop: (1) I now have additional information that will enable me to provide more adequate related instruction, (2) I will now initiate a program of quality related instruction, (3) the workshop will not affect my program to any great extent, (4) I now have the information I need to improve my schools' program, but . . .

   Comments: _____

   _____

   _____

2. What did you like most about the Related Instruction Workshop?

   _____

   _____

   _____

3. What did you like least about the Related Instruction Workshop?

   _____

   _____

   _____

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APPENDIX H

QUARTERLY REPORT

October 1 - December 31, 1972

PROFESSIONAL DEVELOPMENT SERIES FOR WORK EXPERIENCE EDUCATION

Project #40-30569 EFO 39-73
An Education Professions Development Act Project

and

Project #40-30569 B-3-230
A Vocational Education Section Part B Project

California Polytechnic State University
San Luis Obispo, California

Kinsey Tanner, Director

Distributed to:

Dr. James Becket
E. David Graf
Allan Holmes
Dr. Dale Andrews
Dr. Howard Boroughs
Dr. Carl Cummins
Dr. Walter Schroeder
Dr. Don Morris
Robert Poole
Tony Thele

I. PLANNING

1. The description of objectives of the project as stated in the contract are as follows:

   This project is designed to encompass eight basic objectives:

   1.1. Conduct a summer workshop designed to familiarize educators with concepts of career education and their relationships with work experience education.
   1.2. Conduct a summer workshop designed to familiarize work experience education personnel with materials and methods for conducting related instruction classes.
   1.3. Train eight instructors who will present to participants of the management courses, the strong philosophical and educational reasons why goals and objectives are needed for work experience education.
   1.4. Conduct instructor training workshops to train teachers of the courses the concepts of career education.
   1.5. Present ten (10) graduate level extension courses (5 in the fall and 5 in the spring) entitled "Work Experience Education - Implementation" and "Work Experience Education - Operational." These courses to be offered in five locations throughout the state. The 250 students attending will earn 2½ quarter units of graduate credit for each class. (Twenty-five hours of instruction per class.)
   1.6. Present eleven (11) graduate level extension courses (5 in the fall and 6 in the spring) entitled, "Work Experience Education - Management" at eleven different locations for 300 participants. Participants will be selected from those who have previously attended the beginning courses and/or are responsible for administrative functions. Participants will receive three quarter units of credit. (Thirty hours of instruction.)
   1.7. Present three (3) graduate level extension courses (1 in the fall and 2 in the spring) entitled, "Work Experience Education - In the Community College." These courses will be offered in three locations throughout the state. The 75 participants selected to attend will earn three quarter units of graduate credit. (Thirty hours of instruction.)
   1.8. Provide in all four courses a unit(s) in career education concepts as they relate to work experience education and to state and national educational priority.

2. The courses offered are as follows:

   Ed-E-581-05 - Work Experience Education - Implementation; for first and second year work experience coordinators; types of work experience programs and methods of implementing a work experience program as a part of the total curriculum (no prerequisite).

   Ed-E-581-06 - Work Experience Education - Operation; given in spring to follow Ed-E-581-05; labor codes, funding, public relations, related instruction, education and administrative codes (prerequisite Ed-E-544 or Ed-E-581-06 or permission of instructor).

Ed-E-581-07 - Work Experience Education - Management; for experienced coordinators and administrators; accountability, financing and management theories for work experience education.

Ed-E-581-08 - Work Experience Education - Community College; for work experience coordinators and cooperative education teachers at community colleges; development and operation procedures for work experience programs in the community colleges; accountability, education and administrative codes, State Plan for Vocational Education in the community colleges.

3. The time schedule for objectives of the project as stated in the contract are as follows:

OBJECTIVES MET:

1. Summer workshop (Career Education)..... 6/26-30/72
2. Planning meeting..... 7/15-16
3. Summer workshop (Materials for Related Instruction).. 8/21-24
4. Extension course teacher planning session (1.7-7).... 8/21-24
5. Extension course teacher planning session (1.7-5).... 8/21-24
6. Extension course teacher planning session (1.7-6).... 8/28-30
7. Selection of participants..... 9/1-15
8. Courses to be offered (1 night per week -8 weeks 1.7-5)..... 10/2-12/1
9. Courses to be offered (1 night per week -10 weeks 1.7-7, 1.7-6)..... 10/2-12/14
10. Planning and evaluation meeting (1.7-5)..... 12/9

OBJECTIVES PLANNED FOR:

11. Planning and evaluation meeting (1.7-6)..... 1/6/73
12. Planning and evaluation meeting (1.7-7)..... 1/13
13. Courses to be offered (1 night per week -8 weeks 1.7-5)..... 2/12-4/13
14. Courses to be offered (1 night per week -10 weeks 1.7-6, 1.7-7)..... 2/12-4/26
15. Evaluation meeting with course instructors (1.7-5)... 4/28
16. Evaluation meeting with course instructors (1.7-6)... 5/5
17. Evaluation meeting with course instructors (1.7-7)... 5/12
18. Evaluation report..... 5/28

II. PARTICIPANT SELECTION

1. The criteria for selection and the type of participants as stated in the project are as follows:

Participants will be selected from those educators that have demonstrated knowledge and/or interest in work experience education. Selection of teacher-trainers will be conducted by the project director with assistance from the California State Consultant for Work Experience Education and the head of the Education Department, California Polytechnic State University.

Those who will attend the in-service training programs will be selected by county and school directors of vocational education in the immediate area being served by these courses.

745 persons will participate in the project. Participation will be as follows:

1. 120 educators will attend the summer workshops at Cal Poly, San Luis Obispo.
2. 250 new coordinators will be selected to attend the in-service implementation and operational courses offered in Indio, Pomona, Stockton, San Diego and Los Angeles.
3. 300 coordinators, vocational education administrators, counselors etc. will be selected to attend the in-service management course offered in Fresno, Modesto, Sacramento, Los Angeles, San Mateo, Marin County, Redding, San Diego, Long Beach, San Luis Obispo and Salinas.
4. 75 community college coordinators and vocational personnel will be selected to attend the in-service community college course offered in San Mateo, Huntington Beach and Pasadena.

Special emphasis will be given to the selection of participants in continuation education and special education.

2. Total applications received to date include 138 who enrolled in workshops as reported in the fall report. The fall series of courses enrolled 210 educators.

Courses were offered in the following locations:

"Work Experience Education - Implementation"
Ed-E-581-05 Enrollment

Indio	8
Selma	19
Los Angeles	11
San Francisco	16
Sacramento	16

"Work Experience Education - Management"
Ed-E-581-07 Enrollment

West Covina	12
Salinas	24
Modesto	38
Lafayette	11
San Jose	16
*Ventura	19

"Work Experience Education - Community College"
Ed-E-581-08 Enrollment

Los Altos	11
Whittier	9

(See appendix A for geographic breakdown of participants)

* Course started 11/1/72, will be complete 1/10/73

The breakdown by position was:

"Work Experience Education - Implementation"

67% were directly involved with Work Experience Education
37% were directly involved in Vocational Education
33% hope to move into Work Experience Education

"Work Experience Education - Management"

66% were directly involved with Work Experience Education
45% were directly involved in Vocational Education
30% hope to move into Work Experience Education

"Work Experience Education - Community College"

92% were directly involved with Work Experience Education
35% were directly involved in Vocational Education

III. OPERATION

1. The stated objectives and time schedule for the project have been met to date. All factors considered indicate the fall series of classes was very successful. Both interim evaluation reports (included as Appendices B & C) show a high caliber of instruction by the various instructors. The average post-test score was 85%, showing a gain of 16.55% over the pre-test. Perhaps most indicative of participant evaluation, 92% of the subjective evaluations returned said they would like to participate in future in-service programs.

   To date, 348 of the anticipated 745 participants have enrolled. The enrollment in the fall series of classes was smaller than expected. However, the high percentage (65%) of the participants directly involved in Work Experience Education indicates the courses were relevant to needs.

   Publicity information fliers were printed and distributed for each class in the spring series. (Samples included as Appendix D.)

2. Planning and evaluation meetings will be held with all instructors and project evaluators January 6, 1973 in Southern California and January 13, 1973 in Northern California. At these meetings we will review results of the fall series of classes and plan for the spring series which will start the week of February 12, 1973. Enrollment and reference materials will be distributed at the meetings.

   With carryover funds from 1971-72 we will be able to add two extra classes. A "Work Experience Education - Management" class has been arranged on the Cal Poly Campus at San Luis Obispo with S. A. Price, Vocational Coordinator of San Luis Coastal Unified as instructor.

   As usual, the cooperation and performance of the Cal Poly Staff has been excellent through the year.

APPENDIX A

GEOGRAPHICAL BREAKDOWN

"Work Experience Education - Implementation"

Ed-E-581-05

LOCATION	# ENROLLED
INDIO	
Indio	3
Rialto	1
Calexico	2
El Centro	1
La Quiata	1
SELMA	
Fresno	9
Dinuba	2
Lemoore	1
Hanford	1
Corcoran	1
Riverdale	1
Visalia	1
Tulare	2
LOS ANGELES	
Los Angeles	5
Arcadia	1
Inglewood	1
Long Beach	1
Montebello	1
San Gabriel	1
Carson	1

LOCATION	# ENROLLED
SAN FRANCISCO	
San Francisco	5
Penngrove	1
Pleasanton	1
Lafayette	1
San Rafael	1
Livermore	1
Belmont	1
San Leandro	1
Richmond	1
Healdsburg	1
Santa Rosa	1
SACRAMENTO	
Sacramento	4
City Heights	1
Carmichael	1
Lodi	2
Elk Grove	2
Penryn	1
Lincoln	2
Woodland	1
Dixon	1

APPENDIX A - (Continued)

GEOGRAPHICAL BREAKDOWN

"Work Experience Education - Management"

Ed-E-581-07

LOCATION	# ENROLLED
WEST COVINA	
Duarte	1
Colton	1
Fullerton	2
Covina	1
Laverne	1
South Pasadena	1
San Dimas	1
Orange	1
West Covina	1
Glendora	1
MODESTO	
Modesto	24
Ripon	1
Tracy	2
Oakdale	1
Denair	1
Ceres	2
Sonora	1
Turlock	1
Manteca	1
Los Banos	1
Livingston	1
Riverbank	1

LOCATION	# ENROLLED
SALINAS	
Salinas	17
Santa Cruz	2
Monterey	1
San Martin	1
Oakland	1
Gonzales	1
Ben Lomond	1
LAFAYETTE	
Fairfield	3
Alamo	1
Pleasant Hill	1
Walnut Creek	1
Vallejo	1
Napa	1
Walnut Creek	1
CUPERTINO	
Newark	1
Santa Clara	1
San Jose	7
Sunnyvale	1
Palo Alto	1
San Mateo	1
Redwood City	1

APPENDIX A - (Continued)

GEOGRAPHICAL BREAKDOWN

"Work Experience Education - Community College"

Ed-E-581-08

LOCATION	# ENROLLED	LOCATION	# ENROLLED
LOS ALTOS		WHITTIER	
San Jose	5	Walnut	1
Los Gatos	1	Whittier	1
Saratoga	2	Alhambra	1
Sunnyvale	1	Alta Loma	2
Foster City	1	Torrance	1
		Fullerton	1
		LaHabra	1

APPENDIX I

QUARTERLY REPORT

January 1, 1973 - March 31, 1973

PROFESSIONAL DEVELOPMENT SERIES FOR WORK EXPERIENCE EDUCATION

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   1.5 Present ten (10) graduate level extension courses (5 in the fall and 5 in the spring) entitled "Work Experience Education - Implementation" and "Work Experience Education - Operational." These courses to be offered in five locations throughout the state. The 250 students attending will earn 2½ quarter units of graduate credit for each class. (Twenty-five hours of instruction per class.)
   1.6 Present eleven (11) graduate level extension courses (5 in the fall and 6 in the spring) entitled, "Work Experience Education - Management" at eleven different locations for 300 participants. Participants will be selected from those who have previously attended the beginning courses and/or are responsible for administrative functions. Participants will receive three quarter units of credit. (Thirty hours of instruction.)
   1.7 Present three (3) graduate level extension courses (1 in the fall and 2 in the spring) entitled, "Work Experience Education - In the Community College." These courses will be offered in three locations throughout the state. The 75 participants selected to attend will earn three quarter units of graduate credit. (Thirty hours of instruction.)
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3. Summer workshop (Materials for Related Instruction) 8/21-24
4. Extension course teacher planning session (1.7-7) . 8/21-24
5. Extension course teacher planning session (1.7-5) . 8/21-24
6. Extension course teacher planning session (1.7-6) . 8/21-24
7. Selection of participants 9/1-15
8. Courses to be offered (1 night per week -8 weeks 1.7-5). 10/2-12/1
9. Courses to be offered (1 night per week -10 weeks 1.7-7, 1.7-6) 10/2-12/14
10. Planning and evaluation meeting (1.7-5) 12/9
11. Planning and evaluation meeting (1.7-6) 1/6/73
12. Planning and evaluation meeting (1.7-7) 1/13
13. Courses to be offered (1 night per week -8 weeks 1.7-5). 2/12-4/13
14. Courses to be offered (1 night per week -10 weeks 1.7-6, 1.7-7) 2/12-4/26

~~OBJECTIVES PLANNED FOR~~:

15. Evaluation meeting with course instructors (1.7-5). 4/28
16. Evaluation meeting with course instructors (1.7-6). 5/5
17. Evaluation meeting with course instructors (1.7-7). 5/12
18. Evaluation report 5/28

II. PARTICIPANT SELECTION

1. The criteria for selection and the type of participants as stated in the project are as follows:

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745 persons will participate in the project. Participation will be as follows:

1. 120 educators will attend the summer workshops at Cal Poly, San Luis Obispo.
2. 250 new coordinators will be selected to attend the in-service implementation and operational courses offered in Indio, Pomona, Stockton, San Diego and Los Angeles.
3. 300 coordinators, Vocational Education administrators, counselors etc. will be selected to attend the in-service management course offered in Fresno, Modesto, Sacramento, Los Angeles, San Mateo, Marin County, Redding, San Diego, Long Beach, San Luis Obispo and Salinas.
4. 75 community college coordinators and vocational personnel will be selected to attend the in-service community college course offered in San Mateo, Huntington Beach and Pasadena.

Special emphasis will be given to the selection of participants in continuation education and special education.

2. Total applications received to date include 138 in the workshops and 210 in the fall series as reported in previous reports.

Courses starting the week of February 12, 1973 are now operative at the following locations with enrollments shown for each location.

"Work Experience Education - Operation"
Ed-E-581-06 Enrollment

Indio	10
Selma	19
Los Angeles	14
San Francisco	16
Sacramento	19
Total	78

"Work Experience Education - Management"
Ed-E-581-07 Enrollment

*Fresno	14
Redding	20
Sacramento	15
San Diego	33
San Francisco	24
Torrance	14
Total	120

* Started 3/6/73

"Work Experience Education - Community College"
Ed-E-581-08 Enrollment

Hayward	13
Total	13

III. OPERATION

The stated objectives and time schedule as shown in the project have been met to date.

Planning and evaluation meetings were held January 6, 1973 in Southern California and January 13, 1973 in Northern California. All instructors met with the director and the two project evaluators. The interim evaluation and subjective reports were presented by the two evaluators. (See Quarterly Report - October 1, 1972 - December 31, 1972.) On the basis of these reports, some changes in the spring series were made.

Indications are the spring series of courses will be successful. All instructors report very regular attendance by participants. This would indicate a high degree of relevancy of the instruction. The classes visited by the two evaluators and the director evidence a high degree of interest and class participation.

With 348 participants reported in previous reports and 211 participants enrolled in the spring series the total for the year will be 559 people.

Evaluative information is not available at the time of this report as the spring series will not finish until late April. This data will be included in the final report in June. (Participant Data Summary OE Form 7214 is included for the spring classes as Appendix B.)

Evaluation meetings with the instructors and evaluators will be scheduled for late April or early May. At these meetings we will review the course outlines, evaluation instruments and reference materials for possible revision and improvement for future use.

The cooperation and performance of the California Polytechnic State University staff has been outstanding through the entire project.

APPENDIX A

GEOGRAPHICAL BREAKDOWN

"Work Experience Education - Operation"

Ed-E-581-06

LOCATION	# ENROLLED
INDIO	
Calexico	2
Indio	9
SELMA	
Clovis	1
Fresno	2
Hanford	1
Laton	1
Lemoore	1
Reedley	1
Tulare	2
Visalia	1
LOS ANGELES	
Arcadia	1
Camarillo	1
Hermosa Beach	1
Long Beach	1
Montebello	1
Rosemead	1
San Gabriel	1
Sunland	1
Via Torrance	1
Los Angeles	5

LOCATION	# ENROLLED
SAN FRANCISCO	
Concord	3
Daly City	1
Fremont	1
Lafayette	1
Livermore	1
Oakland	1
Pittsburg	1
San Francisco	1
San Leandro	1
San Mateo	1
Santa Rosa	1
Stockton	1
Walnut Creek	1
SACRAMENTO	
Carmichael	3
City Heights	1
Dixon	1
Fresno	1
Lincoln	1
Lodi	2
Modesto	1
Orangevale	1
Sacramento	7
Sutter Creek	1
Woodland	1

APPENDIX A - (Continued)

GEOGRAPHICAL BREAKDOWN

"Work Experience Education - Management"

Ed-E-581-07

LOCATION	# ENROLLED
FRESNO	
Caruthers	1
Chowchilla	1
Coalinga	1
Fresno	2
Hanford	1
Madera	1
Modesto	4
Sanger	1
Tulare	1
Visalia	1
SACRAMENTO	
Davis	1
Galt	1
Redding	1
Sacramento	9
Woodland	1
SAN DIEGO	
Calexico	1
La Mesa	3
El Cajon	2
Escondido	2
Coronado	1
La Jolla	1
"ista	1
San Diego	19
Chula Vista	3

LOCATION	# ENROLLED
REDDING	
Anderson	3
Butte City	1
Cottonwood	1
Dunsmuir	1
Hayford	3
Lewiston	1
Millville	1
Redding	8
Weaverville	1
SAN FRANCISCO	
Alameda	1
Berkeley	1
Concord	1
Corte Madera	1
Kentfield	1
Oakland	2
Penngrove	
Petaluma	1
Pleasanton	1
San Francisco	5
Fremont	1
Alamo	1
San Rafael	1
San Mateo	1
Walnut Creek	1
Woodside	1
South San Francisco	1
San Leandro	1
San Anselmo	1

APPENDIX A - (Continued)

GEOGRAPHICAL BREAKDOWN

"Work Experience Education - Management" - (Continued)

Ed-E-581-07

LOCATION	# ENROLLED
TORRANCE	
Camarillo	1
El Segundo	1
Huntington Beach	2
Los Alamitos	1
Long Beach	1
Marina Del Rey	1
Reseda	1
Santa Monica	1
San Pedro	2
Torrance	3
Via Torrance	1

APPENDIX A - (Continued)

GEOGRAPHICAL BREAKDOWN

"Work Experience Education - Community College"

Ed-E-581-08

LOCATION	# ENROLLED
HAYWARD	
Berkeley	1
Concord	1
Fremont	1
Hayward	1
Oakland	3
Pleasant Hill	1

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R0752
APPROVAL EXPIRES: 10/31/71

PARTICIPANT DATA SUMMARY
(Parts C, D, and F, Education Professions Development Act Title V, P.L. 89-329, as amended)

1. OE PROJECT NUMBER

2 NAME OF SPONSORING INSTITUTION OR AGENCY: California Polytechnic State University, San Luis Obispo

3. STATE: California

4. a. NUMBER OF PARTICIPANTS TO BE TRAINED IN THE PROJECT

b. NUMBER OF PARTICIPANTS COVERED BY THIS SUMMARY REPORT: 207

DATA ON PARTICIPANTS

5. SEX

a. Male	150
b. Female	51

6. AGE

a. under 25	4	d. 35-39	38	g. 50-54	32
b. 25-29	26	e. 40-44	37	h. 55-59	16
c. 30-34	25	f. 45-49	23	i. 60 and over	5

7. PARTICIPANTS BY WHETHER OR NOT THEY ARE VIETNAM ERA VETERANS

a. Vietnam era veterans	18
b. Not Vietnam era veterans	140

8. RACIAL OR ETHNIC BACKGROUND

a. Negro or black	16	d. American Indian	4
b. Puerto Rican	0	e. Oriental	4
c. Mexican-American	5	f. Other than the above	169

9. PARTICIPANTS BY WHETHER THEIR INCOMES ARE, OR WERE BEFORE THEY ENROLLED IN THIS PROJECT, BELOW THE POVERTY LINE

a. Below poverty line	5
b. Not below poverty line	187

10. GEOGRAPHIC DISTRIBUTION OF PARTICIPANTS *(by State of employment prior to this project)*

a. Ala.	0	k. Ga.	0	u. Md.	1	ao. N. J.	0	ao. S. C.	0	ay. Wyo.	0
b. Alaska	1	l. Hawaii	0	v. Mass.	0	af. N. M.	0	ap. S. D.	0	az. Canal Zone	0
c. Ariz.	0	m. Idaho	1	w. Mich.	0	ag. N. Y.	0	aq. Tenn.	0	ba. Guam	0
d. Ark.	0	n. Illinois	0	x. Minn.	0	ah. N. C.	0	ar. Texas	0	bb. Puerto Rico	0
e. Cal.	197	o. Indiana	0	y. Miss.	0	ai. N. D.	0	as. Utah	0	bc. Virgin Is.	0
f. Colo.	0	p. Iowa	0	z. Mo.	0	aj. Ohio	1	at. Vt.	0	bd. Pacific Trust Territories	0
g. Conn.	0	q. Kansas	1	aa. Mont	0	ak. Okla.	0	au. Va.	0		
h. Del.	0	r. Ky.	0	ab. Nebr.	0	al. Oreg.	0	av. Wash.	1	be. Overseas Dep. Schools	0
i. D. C.	0	s. La.	0	ac. Nevada	0	am. Pa.	0	aw. W. Va.	0		
j. Fla.	0	t. Maine	0	ad. N. H.	0	an. R. I.	0	ax. Wisc.	0	bf. Foreign	0

11. HIGHEST DEGREE EARNED

a. NONE	b. H. S. DIPLOMA	c. BACHELOR'S	d. MASTER'S	e. ED. D.	f. PH. D.
0	4	113	85	1	1

12. OCCUPATIONAL BACKGROUND

a. Currently employed *(or within the past 5 years employed)* in the field of education	200	d. Never previously employed in the field of education by whether they were	
b. Previously employed in the field of education, but not within the past 5 years	4	1. Employed in other professions requiring an academic degree	3
c. Never previously employed in the field of education	2	2. Holding an academic degree but not working	0
		3. Not holding an academic degree	0

13. TOTAL YEARS OF TEACHING OR OTHER EMPLOYMENT IN THE FIELD OF EDUCATION

a. NONE	b. 1-4 YEARS	c. 5-9 YEARS	d. 10-14 YEARS	e. 15-19 YEARS	f. 20 OR MORE
4	36	60	42	31	34

14. PRIMARY POSITION OR EMPLOYMENT STATUS AT PRESENT, OR IMMEDIATELY PRIOR TO PROJECT

a. IN A PRESCHOOL, ELEMENTARY OR SECONDARY SCHOOL OR SCHOOLS, OR LOCAL EDUCATION AGENCY				b. OTHERWISE EMPLOYED	
1. Teacher	140	5. Instructional media *(incl. librarians)*	0	1. Teacher trainer *(in institution of higher education)*	1
2. Administrator	26	6. Education aide or paraprofessional	0	2. In State educ. agency	0
3. Supervisor	17	7. School volunteer	0	3. Non-education position	3
4. Pupil personnel specialist	12	8. Other education position	18	4. Student	1

DATA ON SCHOOLS OF PARTICIPANTS

(NOTE: Distribute into each of the following items (15, 16, 17, 18, 19a, 19b, 19c, 19d, and 19e) only the number of participants who have been classified in item 14a, by the category in each item which best describes the nature of their schools. Exclude participants classified in item 14b.)

15. SCHOOL OR SYSTEM, BY CONTROL		16. GRADE LEVELS WITH WHICH THE PARTICIPANTS' ASSIGNMENTS USUALLY RELATE					
		a. Preschool	1	d. Jr. High (7-9)	20	g. Elem. & Sec.	9
a. Public	176	b. K - Gr 3	0	e. Sr. High (10-12)	119	h. Post-Sec. Vocational	8
b. Nonpublic	0	c. Elem (K-6)	1	f. Secondary (7-12)	50	i. Adult Education	8

17. AREA OF SERVICE OF SCHOOL OR SYSTEM WHERE EMPLOYED *(predominant characteristic)*

a. Rural or small town - general population	48	d. Urban - poverty area	20
b. Rural or small town - poverty area	15	e. Suburban	39
c. Urban - general population	77		

18. STUDENT BODY OF SCHOOL *(or schools)* IN TERMS OF THE PERCENT WHO COME FROM FAMILIES AT OR BELOW THE POVERTY LINE

a. 0%	5	d. 20-29%	36	g. 50-59%	14	j. 80-89%	1
b. 1-9%	43	e. 30-39%	10	h. 60-69%	5	k. 90-100%	6
c. 10-19%	42	f. 40-49%	15	i. 70-79%	3		

19. STUDENT BODY OF SCHOOL *(or schools)* IN TERMS OF THE PERCENT WHO COME FROM SPECIFIED MINORITY RACIAL OR ETHNIC BACKGROUNDS

A. NEGRO OR BLACK		B. PUERTO RICAN		C. MEXICAN-AMERICAN		D. AMERICAN INDIAN		E. ORIENTAL	
a. 0%	17	a. 0%	75	a. 0%	8	a. 0%	32	a. 0%	17
b. 1 - 9%	98	b. 1-9%	49	b. 1-9%	76	b. 1-9%	104	b. 1-9%	119
c. 10-19%	34	c. 10-19%	1	c. 10-19%	28	c. 10-19%	8	c. 10-19%	16
d. 20-29%	11	d. 20-29%	2	d. 20-29%	32	d. 20-29%	3	d. 20-29%	4
e. 30-39%	5	e. 30-39%	0	e. 30-39%	13	e. 30-39%	0	e. 30-39%	3
f. 40-49%	6	f. 40-49%	0	f. 40-49%	6	f. 40-49%	0	f. 40-49%	2
g. 50-59%	3	g. 50-59%	0	g. 50-59%	3	g. 50-59%	1	g. 50-59%	0
h. 60-69%	1	h. 60-69%	0	h. 60-69%	1	h. 60-69%	0	h. 60-69%	0
i. 70-79%	0	i. 70-79%	0	i. 70-79%	2	i. 70-79%	0	i. 70-79%	0
j. 80-89%	2	j. 80-89%	0	j. 80-89%	4	j. 80-89%	0	j. 80-89%	0
k. 90-100%	9	k. 90-100%	0	k. 90-100%	0	k. 90-100%	0	k. 90-100%	0

AREA OF SPECIALIZATION *(If employed in an institution of higher education)*

20. PARTICIPANTS EMPLOYED IN INSTITUTIONS OF HIGHER EDUCATION - THOSE PARTICIPANTS DISTRIBUTED IN THE FIRST CATEGORY OF ITEM 14b, AS "TEACHER TRAINERS" - BY AREA OF SPECIALIZATION

a. ARTS OR SCIENCES	b. EDUCATION	c. OTHER
3	57	3

TYPE OF POSITION FOR WHICH PARTICIPANTS ARE PREPARING

21. ALL PARTICIPANTS BY WHETHER THIS PROJECT IS PREPARING THEM TO ENGAGE IN A DIFFERENT TYPE OF POSITION

a. Preparing for same type of position as at present *(as reported in item 14)*	99
b. Preparing for a different type of position *(include teachers who are preparing to teach a different subject)*	42

c. Participants in category b. above by type of position being prepared for

1. Teacher *(of a different subject)*	25	6. Educational aide or paraprofessional	2
2. Administrator	25	7. School volunteer	1
3. Supervisor	19	8. Other educational position *(in a school)*	14
4. Pupil personnel specialist	22	9. Teacher trainer *(in an institution of higher education)*	3
5. Instructional media specialist *(including librarian)*	5		

APPENDIX J

SUBJECTIVE EVALUATION (Spring Semester)

Second Semester
Subjective Questionnaire

The attached forms indicate the individual breakdown by instructor and course of the Subjective Evaluation administered to the participants of the 1973-74 EPDA Project, Professional Development Series for Work Experience Education.

The following questions and statements were given to the participants for their responses:

0 How successful was the instructor in meeting the objectives of the course?

7 How would you rate the overall presentations of the instructors?

8 How would you rate the effectiveness of the pre and post test in measuring the important elements of the course?

9 How would you rate the instructors use of time during class sessions: lecture, interaction, audio-visual, etc.

10 How would you rate the overall format and plan of the program?

11 Personally, how beneficial was the information you received from this course?

Results of Survey Questionnaire For Future Participation

1 Would you be interested in participating in future inservice training programs of this type?

2 Suggestions for set-up of program.
Same as this one.
Weekend workshops on specific topics.
Workshop meeting every night for one or two weeks.

TThele/au
5-30-73
Attachment

			INSTRUCTORS							TOTALS
			Albee	Averill	Menke	Olsen	Ragan	Reynolds	Spence	Management
0	Excellent	a	13	7	26	15	12	11	10	94
	Satisfactory	b	4	1	5	1	5	1	2	19
	Weak	c	0	0	0	0	0	0	0	0
7	Excellent	a	12	8	21	16	14	8	10	89
	Satisfactory	b	5	0	10	0	3	3	2	23
	Weak	c	0	0	0	0	0	0	0	0
8	Excellent	a	4	2	9	4	2	2	3	26
	Satisfactory	b	9	4	13	8	8	5	9	56
	Weak	c	4	1	8	4	7	3	0	27
9	Excellent	a	15	7	23	14	11	9	11	90
	Satisfactory	b	2	0	7	2	6	2	1	20
	Weak		0	0	0	0	0	0	0	0
10	Excellent	a	8	7	22	15	7	7	12	78
	Satisfactory	b	8	0	7	1	10	4	0	30
	Weak	c	0	0	1	0	0	0	0	1
11	Excellent	a	12	7	21	12	10	6	11	79
	Satisfactory	b	4	0	10	3	6	5	1	29
	Weak	c	0	0	0	0	1	0	0	1
			Results of Survey Questionnaire For Future Participation							
1	Yes		14	7	31	15	16	9	12	104
	No		2	0	0	1	1	2	0	6
2		a	14	5	23	10	8	6	10	76
		b	2	1	4	7	10	2	2	28
		c	0	0	0	0	2	1	0	3

TThele/au
5/30/73

			INSTRUCTORS					TOTALS	Instructor	TOTALS
			Barich	Brubaker	Flint	Johnson	Mayo Sovel	Operational	Gillmore	College
0	Excellent	a	7	12	15	17	11	62	4	4
	Satisfactory	b	1	0	1	2	2	6	4	4
	Weak	c	0	0	0	0	0	0	0	0
7	Excellent	a	6	12	15	17	11	61	6	6
	Satisfactory	b	2	0	1	2	2	7	2	2
	Weak	c	0	0	0	0	0	0	0	0
8	Excellent	a	2	6	4	5	6	23	0	0
	Satisfactory	b	5	6	11	12	7	41	8	8
	Weak	c	1	0	1	2	0	4	0	0
9	Excellent	a	4	11	14	19	9	57	3	3
	Satisfactory	b	4	1	2	0	4	11	5	5
	Weak	c	0	0	0	0	0	0	0	0
10	Excellent	a	4	10	12	13	10	49	3	3
	Satisfactory	b	4	2	4	5	3	18	5	5
	Weak	c	0	0	0	0	0	0	0	0
11	Excellent	a	4	12	13	18	11	58	6	6
	Satisfactory	b	4	0	3	1	1	9	2	2
	Weak	c	0	0	0	0	1	1	0	0
			Results of Survey Questionnaire For Future Participation							
1	Yes		6	12	13	19	13	63	8	8
	No		2	0	3	0	0	5	0	0
2		a	6	8	12	14	8	48	8	8
		b	1	4	4	5	2	16	2	2
		c	1	0	0	0	3	4	0	0

TThele/au
5/30/73

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9 How would you rate the instructors use of time during class sessions: lecture, interaction, audio-visual, etc.

10 How would you rate the overall format and plan of the program?

11 Personally, how beneficial was the information you received from this course?

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Same as this one.
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Workshop meeting every night for one or two weeks.

TThele/au
5-30-73
Attachment

			INSTRUCTORS							TOTALS
			Albee	Averill	Morse	Olsen	Ragan	Reynolds	Spence	Management
0	Excellent	a	13	7	26	15	12	11	10	94
	Satisfactory	b	4	1	5	1	5	1	2	19
	Weak	c	0	0	0	0	0	0	0	0
7	Excellent	a	12	8	21	16	14	8	10	89
	Satisfactory	b	5	0	10	0	3	3	2	23
	Weak	c	0	0	2	0	0	0	0	0
8	Excellent	a	4	2	9	4	2	2	3	26
	Satisfactory	b	9	4	13	8	8	5	9	56
	Weak	c	4	1	3	4	7	3	0	27
9	Excellent	a	15	7	23	14	11	9	11	90
	Satisfactory	b	2	0	7	2	6	2	1	20
	Weak		0	0	0	2	0	0	0	0
10	Excellent	a	8	7	22	15	7	7	12	78
	Satisfactory	b	8	0	7	1	10	4	0	30
	Weak	c	0	0	1	0	3	0	0	1
11	Excellent	a	12	7	21	12	10	6	11	79
	Satisfactory	b	4	0	10	3	6	5	1	29
	Weak	c	0	0	0	0	1	0	0	1
			Results of Survey Questionnaire For Future Participation							
1	Yes		14	7	31	15	16	9	12	104
	No		2	0	0	1	1	2	0	6
2		a	14	5	23	10	8	6	10	76
		b	2	1	4	7	10	2	2	28
		c	0	0	0	0	2	1	0	3

TThele/au
5/30/73

			INSTRUCTORS					TOTALS	Instructor	TOTALS
			Barich	Brubaker	Flint	Johnson	Mayo Sovel	Operational	Gillmore	College
0	Excellent	a	7	12	15	17	11	62	4	4
	Satisfactory	b	1	0	1	2	2	6	4	4
	Weak	c	0	0	0	0	0	0	0	0
7	Excellent	a	6	12	15	17	11	61	6	6
	Satisfactory	b	2	0	1	2	2	7	2	2
	Weak	c	0	0	0	0	0	0	0	0
8	Excellent	a	2	6	4	5	6	23	0	0
	Satisfactory	b	5	6	11	12	7	41	8	8
	Weak	c	1	0	1	2	0	4	0	0
9	Excellent	a	4	11	14	19	9	57	3	3
	Satisfactory	b	4	1	2	0	4	11	5	5
	Weak	c	0	0	0	0	0	0	0	0
10	Excellent	a	4	10	12	13	10	49	3	3
	Satisfactory	b	4	2	4	5	3	18	5	5
	Weak	c	0	0	0	0	0	0	0	0
11	Excellent	a	4	12	13	18	11	58	6	6
	Satisfactory	b	4	0	3	1	1	9	2	2
	Weak	c	0	0	0	0	1	1	0	0
				Results of Survey Questionnaire For Future Participation						
1	Yes		6	12	13	19	13	63	8	8
	No		2	0	3	0	0	5	0	0
2		a	6	8	12	14	8	48	8	8
		b	1	4	4	5	2	16	2	2
		c	1	0	0	0	3	4	0	0

TThele/au
5/30/73